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ABSTRACT

This teacher's guide is one of a series of publications focusing on the occupational preparation of persons with special education needs. The material was developed and tested by cooperating teachers over a period of three years. Task analysis information is presented using occupational descriptions from the Dictionary of Occupational Titles, covering entry level occupations generally available in Michigan. Instructional task modules are presented in detail under the headings: behavioral task knowledges/task skills, instructional methods, task-related competencies, instructional materials, basic information for cooperative teaching (language of the task and quantitative concepts), and suggestions. An instructional materials bibliography is included, followed by two appendixes, an instructional materials code indicating probable learning sensations, and a task-related competencies code. This guide describes 9 tasks common to the clothing/textile service cluster, 13 tasks for eight selected entry occupations in the clothing service subcluster, 13 tasks for two selected entry occupations in the clothing construction subcluster, 10 tasks for two selected entry occupations in the home furnishings subcluster, and 14 tasks for five selected entry occupations in the upholstery subcluster. (SA)

Cluster Guide

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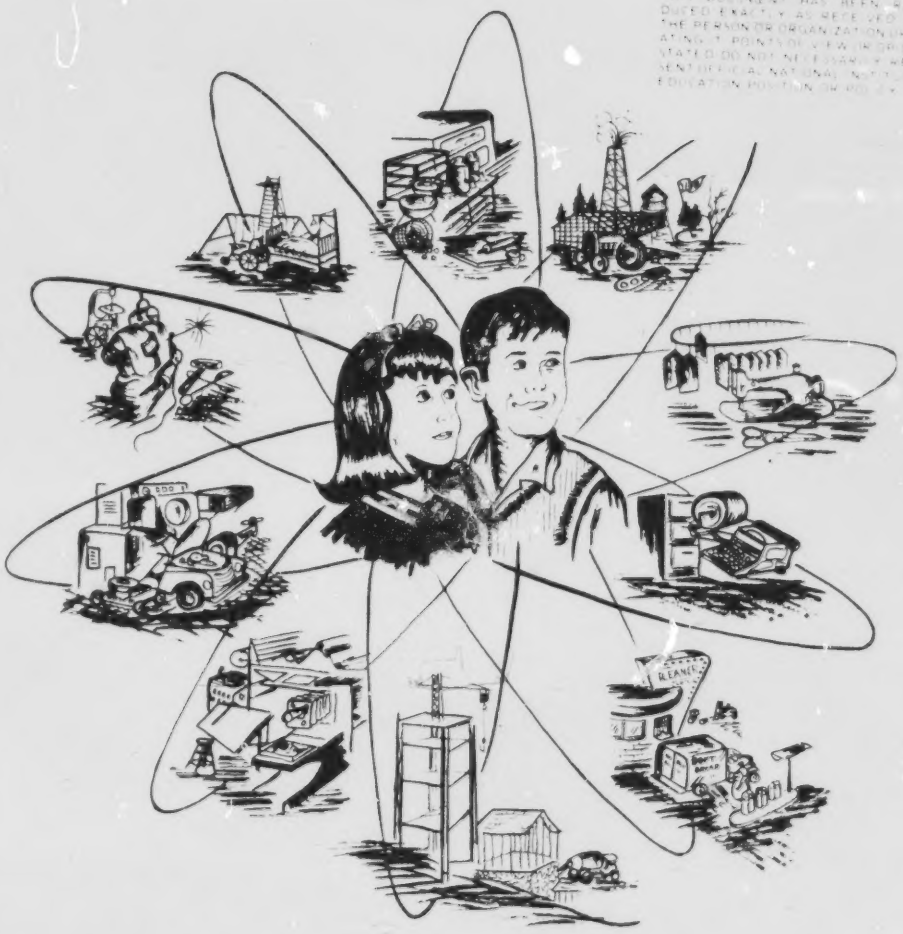

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...ictional Resource Guide to Enhance Cooperative
Vocational Education / Special Education Teaching

Clothing and Textile Services

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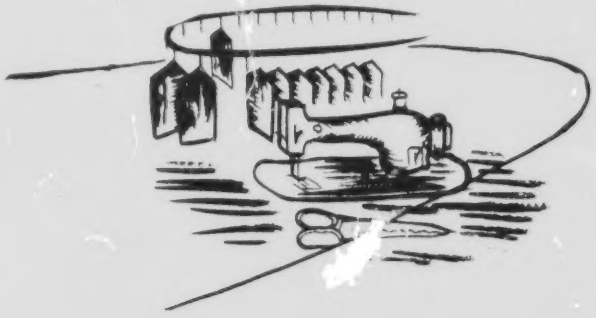
CLOTHING AND TEXTILE SERVICES CLUSTER GUIDE



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PREFACE

This teacher's guide is one of a series of publications focusing upon the occupational preparation of persons with special education needs. It is intended to be used jointly by concerned teachers as they work collectively to serve students with unique educational problems. Developed and tested by cooperating teachers, these materials represent the culmination of three years of intensive listening, communication, cooperation, and positive action between vocational and special education teachers. If the exciting ideas in these pages are actively and cooperatively implemented, the impact upon our young people could well be tremendous.

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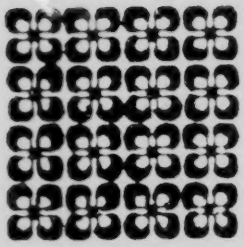


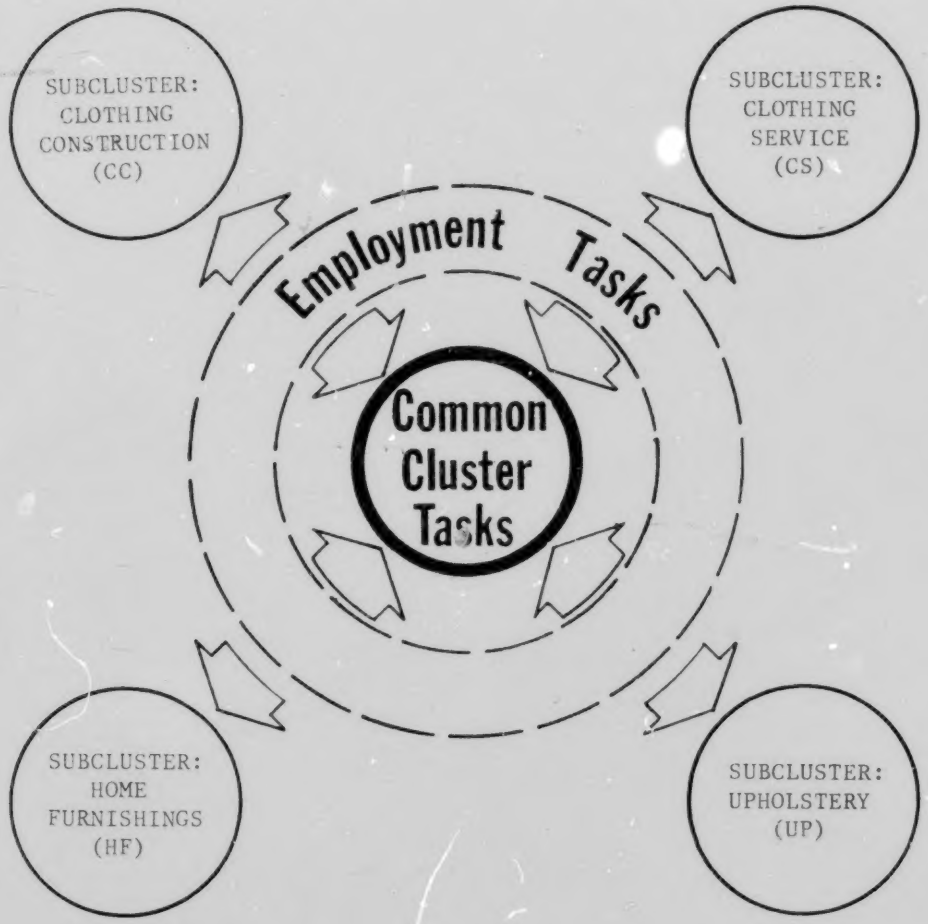
TASK ANALYSIS INFORMATION

CLOTHING AND TEXTILE SERVICES

- CLUSTER ORGANIZATION
- CLUSTERED OCCUPATIONS
- DICTIONARY OF OCCUPATIONAL TITLES
- CLUSTER COMMONALITY ANALYSIS
- SUBCLUSTER COMMONALITY ANALYSIS: CLOTHING SERVICE
- SUBCLUSTER COMMONALITY ANALYSIS: CLOTHING CONSTRUCTION
- SUBCLUSTER COMMONALITY ANALYSIS: HOME FURNISHINGS
- SUBCLUSTER COMMONALITY ANALYSIS: UPHOLSTERY

CLUSTER ORGANIZATION

CLOTHING AND TEXTILE SERVICE CLUSTER



CLUSTERED OCCUPATIONS

C L U S T E R : CLOTHING AND TEXTILE SERVICES

OE PROGRAM CODE	SUBCLUSTER TITLE	D.O.T.	OCCUPATIONAL TITLES
17.16	Clothing Service	*362.884	Dry Cleaner
17.1610		*369.887	Laundryman/Laundress
17.1602		369.887	Marker
09.0202		362.884	Spotter
		363.782	All Around Presser
		369.782	Cleaner and Presser
		369.687	Assembler
		309.878	Clothing Maintenance Specialist
17.16	Clothing Construction	*782.884	Seamstress
17.3302		*785.281	Alteration Tailor
17.35	Upholstery	780.381	Automobile Upholsterer
		780.381	Furniture Upholsterer
		*780.381	Upholsterer
		780.884	Chair Upholsterer
		780.887	Upholsterer Helper
09.0204	Home Furnishings	*787.782	Drapery Operator
		299,884	Drapery Hanger

*Key Analysis Occupation

DICTIONARY OF OCCUPATIONAL TITLES

The following is a list of occupational descriptions taken from the third edition (1965) of the Dictionary of Occupational Titles. These represent the key analysis occupations for the Clothing and Textile Service Cluster.

Each occupational title represents an entry-level occupation which is generally available (in demand) across the state of Michigan at the present time. However, teachers and curriculum planners must carefully study the generalizability of this information/data to their specific community. Local or regional manpower information and data must be carefully reviewed and analyzed in making decisions related to local vocational programs offerings and specific curriculum or course content.

362.782 *DRY CLEANER* Operates drycleaning machine to clean garments, drapes, and other materials that cannot be washed in water without shrinkage or damage to fabrics, utilizing knowledge of cleaning processes, fabrics, and colors to determine procedure: Sorts articles and places lot of sorted articles in drum of drycleaning machine and fastens cover. Starts drum rotating and admits cleaning solvent into drum, using valves, levers, and switches. Adds liquid soap or chemicals to facilitate cleaning process. Tends extractor to remove excess solvent from articles. Tends tumbler to dry articles and remove odor of solvent. Opens valves of drycleaning machine to drain dirty solvent into filter tank. Adds chemical to solvent that facilitates filtration and starts electric pumps to force solvent through filters that screen out lint, dirt, and other impurities. Pulls sludge box from bottom of tank to remove sludge. Starts electric pumps and turns valves to operate distilling system that reclaims dirty solvent. May add chemicals to drycleaning machine to render garments water repellant. May clean articles by hand that are too delicate or too badly soiled to respond to cleaning in machine. May spot articles. May specialize in dry cleaning rugs.

361.885 *LAUNDRYMAN* Tends laundering machines to clean articles, such as rags, wiping cloths, filter cloths, bags, sacks, and work clothes: Loads articles into washer and adds specified amount of detergent, soap, or other cleaning agent. Turns valve to fill washer with water. Starts machine that automatically washes and rinses articles. Lifts clean, wet articles from washer and places them successfully into wringers and driers for measured time cycles. Sorts dried articles according to identification numbers or type. Folds and places item in appropriate storage bin. Lubricates machines, using grease gun and oil can. May dissolve soap granules in hot water and steam to make liquid soap. May mend torn articles, using needle and thread.

782.884 *SEAMSTRESS* Repairs defects, such as tears and holes in garments, linens, curtains, and draperies, and rebinds cleaned blankets by hand or by operating a sewing machine: Patches, darns, or reweaves holes or tears in garments, curtains, or linens, and resews ripped seams. Sews fringe, tassels, and ruffles onto drapes and curtains. Sews buttons and trimmings on garments after they have been cleaned. Operates sewing machine to restitch or replace binding ribbon on edge of blankets. May cut curtains to specified measurements and hem edges. May shorten or lengthen hems to alter size of garments. May replace pockets in coats or trousers. May sew identifying labels and emblems on uniforms, linens, or diapers for linen supply or diaper service. May repair net laundry bags.

785.281 *ALTERATION TAILOR* Alters clothing to fit individual customers or repairs defective garments, following alteration or repair rags or marks on garments. Examines tag or garment to ascertain necessary alterations. Removes stitches from garment, using hem ripper or razor blade. Shortens or lengthens sleeves and legs, expands or narrows waist and chest, raises or lowers collars, and inserts or eliminates padding in shoulders while maintaining drape and proportions of garment. Trims excess material, using shears. Resews garment, using needle and thread or sewing machine. Repairs or replaces defective garment parts, such as pockets, pocket flaps, and coat linings. May fit garments on customer to determine required alterations. May press garment, using hand iron or pressing machine.

780.884 *UPHOLSTERER* Upholsters one section of sofa, chair, or furniture frames, specializing in one operation on assembly line: (1) Attaches clips or ties springs with twine and tacks ends of twine and tacks ends of twine to frame. (2) Places padding and covering over seat springs and tacks covering to frame to complete seat upholstering. (3) Places padding and covering over inside of arms and tacks covering to frame to complete inside arms. (4) Places layers of padding over inside back, shaping to specifications, and tacks covering over padding to make inside back. (5) Tacks cardboard, padding, and upholstery material to top, bottom, and side rails of back frame and sews upholstery covering edges to adjoining inside back and outside arm coverings with needle and thread to complete upholstery of furniture piece. (7) Tacks cover to bottom rails to enclose bottom area. May attach trimming material such as gimp, braid, binding, skirts and panels to upholstered frames using glue, staples, nails or tacks. May screw leg units to frame.

787.782 *DRAPERY OPERATOR* Operates sewing machine to join precut pieces of material to form finished draperies: Folds edges of material by hand and guides them under machine needle to form hems. Determines number of pleats required, according to width of finished drapery. Gathers pleats by hand and guides material under machine needle to tack pleats. May measure and cut material according to specifications, using rule and scissors. May join parts to form furniture covers.

CLUSTER COMMONALITY ANALYSIS

CLOTHING/TEXTILE SERVICE CLUSTER

COMMON CLUSTER TASKS (CT)

SUBCLUSTERS (CTS)

INSTRUCTIONAL TASKS	CLOTHING SERVICE	CLOTHING CONSTRUCTION	HOME FURNISHINGS	UPHOLSTERY
CT01 Recognize specific characteristics of fabrics	x	x	x	x
CT02 Repair and/or replace zippers	x	x	o	x
CT03 Replace buttons, hooks, and snaps	x	x	o	o
CT04 Operate hand steam irons	x	x	o	o
CT05 Repair pockets	x	x		
CT06 Adjust cuffs and repair belt loops	x	x		
CT07 Use selected power and hand tools		x	x	x
CT08 Interpret fabric work orders	x	x	x	x
CT09 Measure and cut fabric		x	x	x

x - essential
o - desirable

SUBCLUSTER COMMONALITY ANALYSIS

CLOTHING SERVICE

INSTRUCTIONAL TASKS	DRY CLEANER	LAUNDRYMAN/LAUNDRESS	MARKER	SPOTTER	ALL AROUND PRESSER	CLEANER AND PRESSER	ASSEMBLER	CLOTHING MAINTENANCE SPECIALIST
CS01 Receive and invoice garments			x					
CS02 Inspect and classify garments	o		x	x		x	x	
CS03 Mark garments	x		x	x			x	
CS04 Perform spotting	x	x	x	x	o	x	o	x
CS05 Perform bleaching process	x	x	o	x	o		o	x
CS06 Operate the legger	x	o		o	x	x		
CS07 Operate the topper	x	o		o	x	x		
CS08 Operate steam puff iron	x	x			x	x		x
CS09 Operate adjusta form	x	x			x	x		x
CS10 Operate steam press	x	x		o	x	x		o
CS11 Perform assembly inspection	o						x	
CS12 Assemble articles and garments for packaging	o						x	
CS13 Hang and package garments	o							

SELECTED ENTRY OCCUPATIONS

x - essential
o - desirable

SUBCLUSTER COMMONALITY ANALYSIS

CLOTHING CONSTRUCTION

INSTRUCTIONAL TASKS		SELECTED ENTRY OCCUPATIONS: SEAMSTRESS	ALTERATION TAILOR
CC01	Interpret alteration tags and markings	o	x
CC02	Rip out stitching	x	x
CC03	Stitch hems and linings	x	x
CC04	Shorten a skirt or dress	o	x
CC05	Shorten or lengthen coats		x
CC06	Lengthen or shorten suit coat sleeves		x
CC07	Shorten suit coats		x
CC08	Select/use handstitches in alterations	o	x
CC09	Shorten or lengthen the bodice		x
CC10	Perform waistline and hip line alterations		x
CC11	Perform dart alterations		x
CC12	Perform bust line alterations		x
CC13	Alter the waistline of trousers		x

x - essential
o - desirable

SUBCLUSTER COMMONALITY ANALYSIS

HOME FURNISHINGS

INSTRUCTIONAL TASKS		SELECTED ENTRY OCCUPATIONS: DRAPERY OPERATOR	DRAPERY HANGER
HF01	Split or sew drapery lengths together	x	o
HF02	Fold, crease, and stitch drapery hems and sides	x	x
HF03	Insert crinoline in drapery panel headings	x	o
HF04	Pin, break, tack, and stitch drapery pleats	x	o
HF05	Attach lining or construct unlined drapes	x	o
HF06	Fold, band, and insert hooks in completed draperies	x	x
HF07	Construct sheet draperies	x	o
HF08	Assist in installation of draperies	x	x
HF09	Repair and remake draperies	x	o
HF10	Construct bedspreads	x	o

x - essential
o - desirable

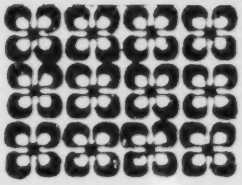
SUBCLUSTER COMMONALITY ANALYSIS

UPHOLSTERY

INSTRUCTIONAL TASKS		AUTOMOBILE UPHOLSTERER	FURNITURE UPHOLSTERER	UPHOLSTERER	CHAIR UPHOLSTERER	UPHOLSTERER HELPER
UP01	Use upholstery tools	x	x	x	x	x
UP02	Sew tears or rips by hand	x		o	x	x
UP03	Remove upholstery from frame	x	x	x	x	x
UP04	Reinforce weak frame		o	x	o	x
UP05	Tighten or replace loose webbing		x	x	o	
UP06	Replace springs	x	x	x	o	
UP07	Remove and replace padding material	x	x	x	x	o
UP08	Measure material	x	x	x	x	x
UP09	Cut covering from bolt	o	x	x	x	o
UP10	Attach replacement upholstery to frame	x	x	x	x	
UP11	Perform tufting		x	x	o	
UP12	Attach buttons		x	x	x	
UP13	Operate upholstery machines		x	x	x	
UP14	Recovering material to frame	x	x	x	x	

SELECTED ENTRY OCCUPATIONS

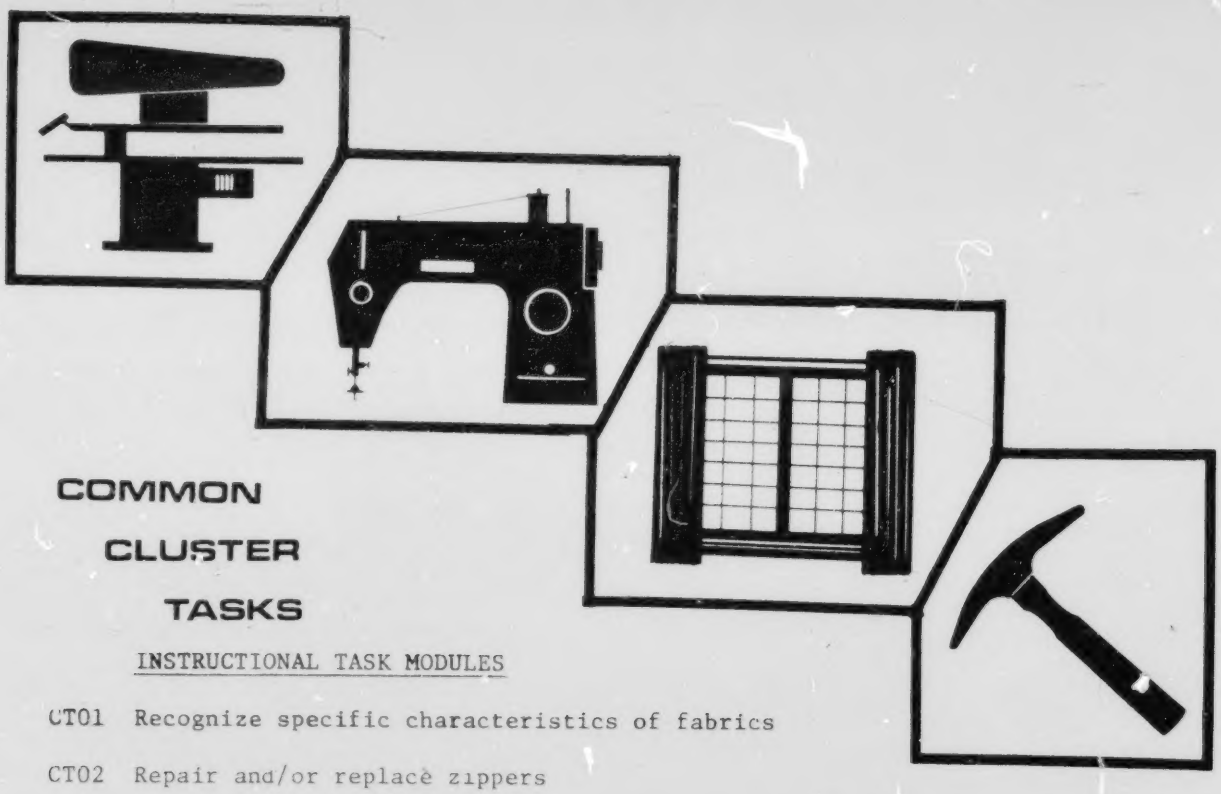
x - essential
o - desirable



INSTRUCTIONAL TASK MODULES

CLOTHING AND TEXTILE SERVICES

- COMMON CLUSTER TASKS (CT)
- SUBCLUSTER: CLOTHING SERVICE (CS)
- SUBCLUSTER: CLOTHING CONSTRUCTION (CC)
- SUBCLUSTER: HOME FURNISHINGS (HF)
- SUBCLUSTER: UPHOLSTERY (UP)



COMMON CLUSTER TASKS

INSTRUCTIONAL TASK MODULES

CT01 Recognize specific characteristics of fabrics

CT02 Repair and/or replace zippers

CT03 Replace buttons, hooks, and snaps

CT04 Operates hand steam irons

CT05 Repair pockets

CT06 Adjust cuffs and repair belt loops

CT07 Use selected power and hand tools

CT08 Interpret fabric work orders

CT09 Measure and cut fabric

COMMON CLUSTER TASKS

TASK: Recognize specific characteristics of fabrics

Code: CTS - CT01

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable		
					Given the necessary tools, materials, equipment, and requisite knowledge, the learner will 1. identify and describe specific characteristics, procedures for caring for, and construction hints for each of the natural fibers: a. vegetable c. mineral b. animal 2. name and describe some common fabrics produced from the natural fibers 3. identify and describe the major characteristics, the procedures for care and construction techniques for common man-made fibers a. rayon d. acrylics b. acetate e. polyester fibers c. nylon 4. name and describe common fabrics produced from natural and man-made fibers 5. identify and describe specific procedures for caring for, and the construction hints for, working with selected fabrics a. bonded c. knit b. laminated d. stretch 6. name and describe the points to consider and construction hints for selected special fabrics a. vinyl c. pile fabrics b. leather d. wash and wear

Instructional Methods

- Tape an interview with an interior decorator discussing numbered fabric swatches. Have students listen to tape, while observing and feeling the numbered fabric being discussed on the interview.
- Students view fabric/fiber composition under a microscope.
- Look at pictures and discuss descriptions of fabrics found in mail order catalogues.
- Perform a fabric burning test on each of several samples.
- Students wash identical fabric sample in lukewarm, warm and hot water — check and measure results.
- Read the label, which must be sewn on garment, discuss what information on label means.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 8,9	Swatches of fabrics collected by students	1	
NUMBERS	"Textile Handbook"	13	1
APPLICATION C 2b	Clothing Assistant	13	14
PHYSICAL D 2a			

COMMON CLUSTER TASKS

Code: CTS - CT01 TASK: Recognize specific characteristics of fabrics

Basic Information for Cooperative Teaching

Language of the Task

Fiber
- vegetable
  - cotton
  - linen
- animal
  - wool
  - silk
- mineral
  - metal thread
  - asbestos

Fabric
- bonded
- laminated
- knit
- stretch
- vinyl
- leather
- pile

Fabric weave
- plain
- basket
- twill
- satin
- leno

Quantitative Concepts

Suggestions:

- Bring in items of clothing or look at what members of class are wearing. Help students experience the different feel of the fabric. Students could play matching games with samples by matching color, fiber origin, weave.
- Help students understand labels and the importance of learning their meaning. (If the student knows the label has important information, they can have someone else read it if that is necessary.)

Supportive Instructional Materials:

COMMON CLUSTER TASKS

TASK: Repair and/or replace zippers

Code: CTS - CT02

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will 1. identify zippers by type, size, and weight 2. identify and repair zipper closings a. bottom stop b. top stop c. overlap d. placket e. underlap f. metal chain g. tape h. teeth i. slider 3. insert zipper in garment following a prescribed procedure for: a. lapped b. centered c. invisible d. fly	• Teacher matches successful students who are interested in helping those having difficulty. • Students collect, label, and display different types, sizes, and weights of zippers. • Teacher provides demonstration of zipper repairs and installation. • Students bring in zippers to repair.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 5,6,7	"Zipper Application"	12	8
NUMBERS B 4a	Clothing Assistant	13	14
APPLICATION C 2,8			
PHYSICAL D 1,2a			

COMMON CLUSTER TASKS

Code: CTS - CTQ2 TASK: Repair and/or replace zippers

Basic Information for Cooperative Teaching

Language of the Task	Quantitative Concepts
Zipper Neck opening Skirt opening Side opening Fly front zipper Overlap Zipper stop Placket Tape Teeth Slider Metal chain Under lap	Match zipper size to opening size. Measure lengths of opening and determine zipper size.

Suggestions:

- On dress, jeans, and skirt show types of zippers and explain use.
- Collect and display different size, weight, and type of zippers (i.e. jacket, skirt, two-way closing, plastic and metal).
- Have students measure lengths. Discuss need for different lengths.

Supportive Instructional Materials:

COMMON CLUSTER TASKS

TASK: Replace buttons, hooks, and snaps

Code: CTS - CT03

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	
				Given the necessary tools, materials, equipment, and requisite knowledge, the learner will 1. identify and select the appropriate types and sizes of buttons for a given application a. see-through buttons b. stayed buttons c. linked buttons d. shank buttons 2. select proper thread needles 3. hand stitch buttons following a prescribed procedure 4. machine stitch buttons following a prescribed procedure 5. prepare a thread shank for attaching a button 6. demonstrate the procedures for attaching snaps to garments 7. identify and select the appropriate types and sizes of hooks and eyes for a given application 8. demonstrate the procedures for attaching hooks and eyes

Instructional Methods

- Students prepare samples of methods for sewing on different buttons, snaps, and hooks.
- Teacher provides small group demonstration of procedures and techniques for sewing on buttons, hooks, and snaps.
- Teacher matches successful students who are interested in helping those having difficulty.
- Para-professionals provide sustained involvement with students having difficulty with this task.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 6,9	"Singer Sewing Book"	13	16
NUMBERS B 2b,4a	"Suggested Curriculum Guide for Clothing Service Vol. III"	13	
APPLICATION C 8	Clothing Assistant	13	14
PHYSICAL D 1, 2a			

COMMON CLUSTER TASKS

Code: CTS - CT03 TASK: Replace buttons, hooks, and snaps

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	**Quantitative Concepts**	• Replace buttons, hooks, and/or snaps on personal garments.
Buttons shank linked Snaps Hooks Eyes Needles Thread	Measure thread to correct length.	

Supportive Instructional Materials:

Buttons, snaps, hooks

COMMON CLUSTER TASKS

TASK: Operates hand steam irons

Code: CTS - CT04

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will 1. identify and describe the function and operational parts of a hand steam iron 2. operate a hand steam iron for finishing wool, silk, bondeds, heat sensitives and leathers a. use hand iron with caution on silk or wool b. respect label information when ironing any material 3. observe specific safety precautions related to operating hand steam irons 4. demonstrate the proper care of equipment for storage 5. demonstrate different techniques of pressing versus ironing	• Teacher demonstration of hand steam iron techniques on different materials. • Students perform all techniques in actual practice. • Teacher review iron operation manual before starting this instructional unit.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,4,9 NUMBERS APPLICATION C 6 PHYSICAL D 1a,b,c,d 2a	Dry Cleaning and Pressing: A Suggested Guide for a Training Course	13	13
	"Finishing Techniques for the Textile Maintenance Industry"	13	20

COMMON CLUSTER TASKS

Code: CTS - CT04 TASK: Operates hand steam irons

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	**Quantitative Concepts**	
Iron Ironing board Wool Silk Cotton Synthetics Wash 'n Wear Heat	Select appropriate temperature controls.	• Read and discuss labels in garments concerning ironing requirements. • Plan an experiment in which the student tries different pressing techniques with a variety of materials to learn what happens to identified material at different temperatures.

Supportive Instructional Materials:

COMMON CLUSTER TASKS

TASK: Repair pockets

Code: CTS - CT05

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will 1. identify the different parts and seams of a pocket a. pocket tip b. pocket facing c. welt beam d. bar tack e. pocket mouth 2. describe the procedure for using patterns in pocket replacement 3. demonstrate the procedures for replacing a half-pocket, full pocket, and repairing worn pocket facings	• Students practice repair procedures on clothes for the needy. • Teacher provides demonstration of procedures/techniques for repairing and replacing pockets. • Teacher encourages small peer group cooperation and interaction. • Teacher matches successful students who are interested in helping those having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 6,9 NUMBERS B 4a APPLICATION C 8 PHYSICAL D 1, 2a			

COMMON CLUSTER TASKS

Code: CTS - CT05 TASK: Repair pockets

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	**Quantitative Concepts**	
Pocket Patch pocket Welt pocket Pants pocket Pocket tip Pocket facing Welt beam Bar tack Pocket mouth (opening)	Measure in inches with grain of material to determine size of piece required to do repair job.	• Show different type pockets shirt - patch pocket welt - sport coats pants - pants • Have the students point out which they have on their own garment.

Supportive Instructional Materials:

COMMON CLUSTER TASKS

TASK: Adjust cuffs and repair belt loops

Code: CTS - CT06

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will 1. identify different types of cuff finishes and alterations a. continental cuff finish b. regular cuff finish c. permanent press cuff alteration d. regular cuff alteration 2. measure and layout cuff alterations accurately 3. demonstrate the procedures for pressing and stitching cuffs 4. demonstrate the procedures for hand stitching and machine stitching belt loops 5. demonstrate the procedures for making belt loops a. loops made with crochet hook - chain stitch b. loops made with needle and thread c. tube loops made with machine and turned inside out NOTE: Steps 3, 4, 5 are usually done in the home school which identified the home economic's teacher as a supportive teacher in an incident such as this.	• Para-professionals provide sustained involvement with students having difficulty with this task. • Teacher provides a demonstration of procedures/techniques for tacking cuffs and belt loops. • Students prepare samples of tacked cuffs and belt loops of different sizes.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,3,9 NUMBERS B 4a APPLICATION C 8 PHYSICAL D 1-2a	Clothing Assistant	13	14

COMMON CLUSTER TASKS

Code: CTS - CT06 TASK: Adjust cuffs and repair belt loops

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Take a piece of material ten inches in length and demonstrate how to make a cuff including: measuring stitching pressing
Cuff Belt Loop	Measure with ruler, hem gauge, and tape measure.	

Supportive Instructional Materials:

COMMON CLUSTER TASKS

TASK: Use selected power and hand tools

Code: CTS - CT07

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and describe the function, operation, and care of industrial sewing machines and blindstitch machines. (Optional would be serging and tacking machines.) 2. identify and demonstrate safety precautions to observe in the use of power sewing equipment. 3. identify and describe the function, operation, and care of hand tools and equipment: a. needles b. scissors c. measuring guides d. irons e. drapery table. 4. demonstrate the safe, efficient operation and use of the tools identified above.	• Teacher matches successful students who are interested in helping those having difficulty. • Students review illustrated text and workbook materials. • Students review all types of equipment in room and develop a checklist of safety habits to observe when operating power sewing equipment. Have teacher and student rating periodically and then compare. • Teacher develops an activity/quiz worksheet on identification, function, operation and care of material and equipment used in clothing, drapery, and upholstery construction.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 8,9	Home Furnishing Aide, p. A99-113	14	14
NUMBERS	Drapery I, pp. 22-52	14	13
B 4	Power Sewing, pp. 1-33	14	13
APPLICATION C 5,6,8			
PHYSICAL D 1a,b,c,d,e 2a,b			

COMMON CLUSTER TASKS

Code: CON - CT07 TASK: Use selected power and hand tools

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Commercial sewing machine Blindstitch sewing machine Serging machine Tacking machine Needles sharps crewels self-threading betweens Shears Scissors Pinking shears Ripping scissors Thread clips Pin cushion Thimble Pins Tape measure Hem gauge Yard stick meter stick	Use of a yard stick or meter stick Use of tape measure	

Supportive Instructional Materials:

As many labeled hand tools as the vocational instructor can provide

COMMON CLUSTER TASKS

TASK: Interpret fabric work orders

Code: CTS - CT08

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and describe common work order terms. (see reverse side for suggested terms) 2. describe the general procedures to follow when filling out a work order. 3. describe and interpret information found on work orders: a. drapery work orders b. alteration work orders c. upholstery work orders d. drycleaning work orders e. etc.	• Students practice filling out work orders and discuss terms involved. • Teacher develops a test of the major terms to be identified using overhead transparencies. • Students review illustrated text and workbook materials. • Teacher matches successful students who are interested in helping those having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 9 NUMBERS B 2b, 4a APPLICATION C 2,5,8 PHYSICAL D 1a,c,d 2a/b 3c,g	Home Furnishings Aide, p. A115-138	14	14
	Window Decorating Guide, p. 16-19	13	19

COMMON CLUSTER TASKS

Code: CTS - CT08 TASK: Interpret fabric work orders

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Draperies Panel Length Width Fullness Heading Crinoline Hem (single and double) Side hems Pleats Lined Unlined Sheers Pattern repeat Tabling Pinning-off Wall return Return overlap Rod types: 2-way draw brass Finger pressing French seams	Measure length and width. Sequence of measurements for pleating Fine measurements: 1/8" to 1" for finishing procedures	

Supportive Instructional Materials:

Examples of as many items on the language list as possible will aid in better understanding.

COMMON CLUSTER TASKS

TASK: Measure and cut fabric

Code: CTS - CT09

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. describe and demonstrate the procedure to follow when measuring fabric lengths from bolts of printed and solid fabrics. 2. identify and describe cutting techniques used on various fabrics. 3. demonstrate the procedures and techniques used in cutting different fabrics.	• Teacher prepares swatches and samples of drapery fabric to illustrate the principles of measuring and cutting techniques of various types of fabrics. • Allow students to measure and cut 1 yard for their own sample of a lined drapery. • Students review illustrated text and workbook materials. • Para-professionals provide sustained involvement with students having difficulty with this task. • Teacher encourages small peer group cooperation and interaction.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 9 NUMBERS B 4a, 5 APPLICATION C 2,5 PHYSICAL D 1a,b,c,d 2a/b 3c,g	Home Furnishings Aide, p. A139-143	13	14
	Decorating Made Simple, pp. 103-104	13	17
	Homemaker's Handbook, p. 48-49	13	15
	Drapery-I, p. 140-149	14	13

COMMON CLUSTER TASKS

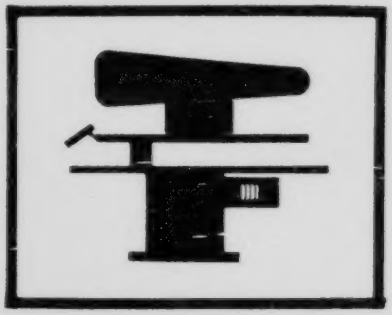
Code: CTS - CT09 TASK: Measure and cut fabric

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Thread Selvage Printed Yarn designed Woven	Measurement of: yard (and parts of) feet inches	

Supportive Instructional Materials:

Supply of yardage for students to measure and cut their one (1) yard allowance for sample drape

CLOTHING SERVICE



INSTRUCTIONAL TASK MODULES

CS01 Receive and invoice garments

CS02 Inspect and classify garments

CS03 Mark garments

CS04 Perform spotting

CS05 Perform bleaching process

CS06 Operate the legger

CS07 Operate the topper

CS08 Operate steam puff iron

CS09 Operate adjusta form

CS10 Operate steam press

CS11 Perform assembly inspection

CS12 Assemble articles and garments for packaging

CS13 Hang and package garments

SUBCLUSTER: CLOTHING SERVICE

Sheet 1 of 1

TASK: Receive and invoice garments

Code: CTS - CS01

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. obtain and record customer invoice information:
   a. name
   b. pick-up date
   c. stain information
   d. address
   e. phone number.

2. properly dispose of original and carbon copies of invoices.

3. demonstrate a proper attitude and appearance during contacts with customers.

4. receive and properly invoice garments for processing:
   a. check garment pockets
   b. check for special trim or buttons
   c. check desired pick-up date.

Instructional Methods

- Students perform the identified task skills as part of a student-operated clothing service operation.
- Teacher and/or resource person provides demonstration of procedures for receiving and invoicing.
- Teacher encourages small peer group cooperation and interaction.
- Para-professionals provide sustained involvement with students having difficulty with this task.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 8,9 NUMBERS B 3,5,4a,b APPLICATION C 1,3,4,5,6 PHYSICAL D 1a,c,d,f 2b 3a,c,g	Clothing Assistant	13	14

SUBCLUSTER: CLOTHING SERVICE

Code: CTS- CS01 TASK: Receive and invoice garments

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Invoice Customer Address Stain Spots Construction of seams Buttons Darks Lace Snaps Hooks and eyes Zippers	Count and record numbers of garments in an order accurately. Check the invoice against the order accurately. Record and recognize dates and times for pick-up.	• Bring clothing labels to class. Learn to recognize essential words and what they mean in relation to clothing service. • Role play — "Boss for the day" — How to treat customers, how to greet customers. Note: If student's speech is not good in "receiving", this may not be an appropriate task as this may cause the customer to be uncomfortable and go elsewhere.

Supportive Instructional Materials:

SUBCLUSTER: CLOTHING SERVICE

Sheet 1 of 1

TASK: Inspect and classify garments

Code: CTS - CS02

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. name the specific types of garments typically cleaned in a drycleaning establishment: a. two piece b. three (3) piece c. coat d. dress e. suit f. skirt g. slacks h. drapes i. slipcover. 2. inspect garments prior to cleaning following a specific procedure: a. mark for spots only b. button sweaters c. zip dresses d. belts e. other.	• Para-professionals provide sustained involvement with students having difficulty with this task. • Teacher provides demonstration of procedures/techniques for inspecting and classifying garments. • Students perform the identified task skills (inspection, classifying, etc.) as part of a student-operated clothing service establishment. • Teacher encourages small peer group cooperation and interaction.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 7,8,9 NUMBERS APPLICATION C2 PHYSICAL D 1d,f 2a, 3c			

SUBCLUSTER: CLOTHING SERVICE

Code: CTS- CS02 TASK: Inspect and classify garments

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Pins to mark spots Tags colors and their meanings Belt Buttons Zipper closing properly Two piece Three piece Coat Dress Suit Skirt Slacks Drapes Slipcover	Relate different types and sizes of garments to estimated price: ladies size mens size childs size.	• Textile vocabulary changes rapidly so this is quite technical and must correlate closely with the vocational teacher's concept of need. • Field trip to see the process. • A review of a price schedule from a local drycleaning service would give student realistic problems.

Supportive Instructional Materials:

SUBCLUSTER: CLOTHING SERVICE

TASK: Mark garments

Code: CTS - CS03

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. describe and demonstrate the procedures for marking garments for the lot system:
   a. 5-6 color tags
   b. 50 orders each lot/color.

2. describe and demonstrate the procedures for marking garments for a day system:
   a. one color tag processed per day.

3. select and describe how to use specific marking tools:
   a. lot tags
   b. day tags
   c. pin or staples
   d. razor blade (button removal)
   e. drycleanable pin
   f. solvent
   g. tape measure
   h. small envelope for buttons.

4. interpret and record information commonly found on marking tags:
   a. stains
   b. repairs
   c. pick-up time
   d. special information/instructions.

Instructional Methods

- Teacher encourages small peer group cooperation and interaction.
- Teacher directs demonstration of marking procedures/techniques.
- Students perform the identified tasks as part of a student-operated clothing service operation.
- Teacher concentrates his effort with students having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,3,6,7,8,9 NUMBERS B 2a,4a,5 APPLICATION C 2,3,4,6 PHYSICAL D 1a,c,d 2a 3c,g			

SUBCLUSTER: CLOTHING SERVICES

Code: CTS - CT03 TASK: Mark garments

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• This task can be part of on-the-job training.
Language can be developed by obtaining marking information from local businesses.	Develop needs for quantitative concepts from information collected from area employers and employees.	

Supportive Instructional Materials:

SUBCLUSTER: CLOTHING SERVICE

Sheet 1 of 1

TASK: Perform spotting

Code: CTS - CS04

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable		Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and describe the use of specific spotting tools: a. spotting gun b. brushes c. spotting agents d. spatula. 2. demonstrate the appropriate application or use of tools: a. the use of spotting tools depends upon the type of garment b. application of agents will require knowledge of fabric composition.	• Teacher demonstration of the application of specific spotting tools.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 9 NUMBERS APPLICATION C 6 PHYSICAL D 1a, 2a			

SUBCLUSTER: CLOTHING SERVICE

Code: CTS - CS04 TASK: Perform spotting

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Sink Brush Spotting agent Cleaning fluids Spatula Garment	Time sequence in relation to specific procedures used in area cleaning establishments.	

Supportive Instructional Materials:

SUBCLUSTER: CLOTHING SERVICES

Sheet 1 of 1

TASK: Perform bleaching process

Code: CTS - CS05

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and select the materials and equipment needed for a bleaching process: a. soaking pan b. bleach c. water d. mixing tool. 2. describe the different fabrics which can be bleached: a. cottens b. linens. 3. identify several general principles to follow in bleaching: a. bleach only when necessary b. bleach for only short period of time. 4. bleach garments or fabrics for stain removal following a prescribed procedure: a. prepare bleaching solution b. place stained area in solution c. time the process d. remove as directed. 5. observe specific safety precautions related to the bleaching processes: a. eye and skin contact b. inhalation of fumes.	• Teacher encourages small peer group cooperation and interaction. • Students practice bleaching articles under close supervision of teacher. • Teacher provides demonstration of a complete bleaching process. • Students return demonstration. • Para-professionals provide sustained involvement with students having difficulty with this task.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,7,9,10 NUMBERS B 4a,c,d, 5 APPLICATION C 5,6 PHYSICAL D 1d, 2a			

SUBCLUSTER: CLOTHING SERVICES

Code: CTS- CS05 TASK: Perform bleaching process

Basic Information for Cooperative Teaching		
Language of the Task	Quantitative Concepts	Suggestions:
Bleaching process Soaking pan Bleach Water Mixing tool Garments Fabrics Stain Cottons Linens	Recognize minutes and seconds on a watch. Count and record minutes and seconds correctly. Recognize the following linear and cubic measures: inches, yard, feet, quart, pint, cupful.	• Reading labels on clothing, know cotton and linen cloths. • Make list of words to know. Pronounce words, use words or phrases in sentences. Discuss meaning of words and phrases.

Supportive Instructional Materials:

SUBCLUSTER: CLOTHING SERVICE

TASK: Operate the legger

Code: CTS - CS06

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and describe the operation of the component parts of the legger: a. manual steam handle b. pressure regulator c. program timer switch d. program timer e. buck steam pedal f. vacuum pedal g. head operating handle h. red locking button i. green release button. 2. operate a legger in finishing trousers following a prescribed procedure: a. place one leg of trouser on buck with inseam facing up and with crotch seam on edge of buck b. lift head operating handle and press red locking button c. repeat operations a & b on other leg of trouser d. remove trouser from buck. 3. observe specific safety precautions: a. hand and arm hot safety.	• Teacher provides demonstration of finishing operation. • Teacher encourages small peer group cooperation and interaction. • Students practice operation of legger using trousers and slacks. • Teacher matches successful students who are interested in helping those having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,3,7,9 NUMBERS APPLICATION PHYSICAL D 1,3c	"Finishing Techniques for the Textile Maintenance Industry"	13	20

SUBCLUSTER: CLOTHING SERVICE

Code: CTS - CS06 TASK: Operate the legger

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Drill students on identification of machine parts as illustrated by manufacturer's drawing. • Be sure student's can distinguish between red and green buttons.
Manual steam handle Pressure regulator Program timer switch Program timer Buck steam pedal Vacuum pedal Head operating handle Red locking button Green release button	Adjust the air pressure regulator by reading and interpreting the pressure gauge. Adjust the program timer switch to the appropriate timer setting.	

Supportive Instructional Materials:

SUBCLUSTER: CLOTHING SERVICE

TASK: Operate the topper

Code: CTS - CS07

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify and describe the operation of the component parts of:
   a. pleat clamps
   b. fly clamp
   c. pleat pressure points
   d. fly pressure point
   e. waist expander bar
   f. water spray gun
   g. bag
   h. release pedal
   i. steam pedal
   j. cancel pedal
   k. power switch
   l. air switch
   m. type selector.

2. operate a topper in finishing trousers following a prescribed procedure:
   a. list trouser onto bag
   b. apply pressure on waistband expander
   c. tuck zipper and smooth fly and apply pressure at fly pressure point
   d. apply pressure at left and right pleat pressure points
   e. remove trouser from bag.

3. observe specific safety precautions:
   a. hand and arm hot safety.

Instructional Methods

- Teacher directs demonstration of various finishing techniques with topper.
- Students practice operation of topper using the following:
  trousers without pleats
  trousers with pleats
  slacks without front fly
- Teacher encourages small peer group cooperation and interaction.
- Para-professionals provide sustained involvement with students having difficulty with this task.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,7,9 NUMBERS APPLICATION PHYSICAL D 1, 3c	"Finishing Techniques for the Textile Maintenance Industry"	13	20

SUBCLUSTER: CLOTHING SERVICE

Code: CTS- CS07 TASK: Operate the topper

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Drill on operator instructions. • Using a drawing, have students label the parts of the machine.
Manual Regulator Timer Swtich Pedal Vacuum Locking button Release Pleats	Recognize "off" and "on" switch positions for power and air. Adjust air and steam timer knobs for the apporpriate setting. Read and interpret pressure and regulator gauges.	

Supportive Instructional Materials:

SUBCLUSTER: CLOTHING SERVICES

Sheet 1 of 1

TASK: Operate steam puff irons

Code: CTS - CS08

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify and describe the function of the component parts of a steam puff iron.
2. finish specific fabrics with a steam puff iron following a prescribed procedure:
   a. place garment on head
   b. press pedal
   c. use puff for touch-ups.
3. observe specific safety precautions for operating steam puff irons.
4. operate a steam puff iron in finishing the following:
   a. wool fabrics
   b. silk fabrics
   c. bonded fabrics
   d. leathers.

Instructional Methods

- Students practice steam puff iron operation on different fabrics.
- Teacher encourages small peer group cooperation and interaction.
- Teacher demonstration of various steam puff iron finishing operations.
- Students follow a teacher demonstration with "hands-on" supervision.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,7,9,4			
NUMBERS			
APPLICATION			
PHYSICAL D 1,2a,b,3c			

SUBCLUSTER: CLOTHING SERVICE

Code: CTS - CS08 TASK: Operate steam puff irons

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Garment Press pedal Touch up Wool Silk Leather Felt Velvet Safety precautions Steam Temperature First aid	Measure temperatures of water at boiling temperature. Recognize the effects of pressure on temperature. Is steam released from iron at higher temperature than from an open container?	• It would be possible to use a regular hand steam iron and observe some of the effects of steam on different fibers and their uses: silk, wool, leather or bonded fabrics, velvets, felts, etc.

Supportive Instructional Materials:

Operator's manual for equipment used in area businesses

SUBCLUSTER: CLOTHING SERVICE

TASK: Operate adjusta-form

Code: CTS - CS09

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. describe the general purpose of the adjusta-form: a. preforms garment b. prefinishes garment. 2. identify the component parts of an adjusta-form: a. air bag b. timer. 3. operate the adjusta-form following a prescribed procedure: a. place garment on form b. adjust settings c. set timer.	• Teacher or employee at cleaning establishment demonstrates the operation of an adjusta-form. • If possible allow the student to redemonstrate this operation, using a dress or some other appropriate garment. • Para-professionals provide sustained involvement with students having difficulty with this task.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 7,9 NUMBERS APPLICATION PHYSICAL D 1,2a,b,3c			

SUBCLUSTER: CLOTHING SERVICE

Code: CTS - CS09 TASK: Operate adjusta-form

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Garment Air bag Timer	Read and operate a timer as used on the adjusta-form.	• Since most cleaning establishments have adjusta-forms, and the operation of this piece of equipment is fairly routine but does require skill and judgment, this could be a good job for a person with a hearing impairment.

Supportive Instructional Materials:

SUBCLUSTER: CLOTHING SERVICE

Sheet 1 of 1

TASK: Operate steam press

Code: CTS - CS10

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify and describe the operation of the component parts of a steam press:
   a. head
   b. table
   c. steam pedal
   d. vacuum pedal
   e. air button
   f. fluid pump
   g. buck.
2. operate a steam press in finishing garment following a prescribed procedure:
   a. place garment on buck
   b. lower head
   c. apply proper amount of steam
   d. dry garment.
3. observe specific safety precautions related to the operation of steam presses:
   a. keep hands from under press head
   b. do not steam while body is close to buck.
4. operate the steam press to finish the following:
   a. wool
   b. silk
   c. bonded fabrics
   d. heat sensitivity
   e. leathers.

Instructional Methods

- Tour a dry cleaning establishment and watch various finishing operations with a steam press.
- Students practice operating this machine to get experience on fabrics with different finishes. The student should also try to press a variety of garments to realize the need for manipulative skill development.
- Para-professionals provide sustained involvement with students having difficulty with this task.
- Teacher encourages small peer group cooperation and interaction.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,7,9,10 NUMBERS APPLICATION C 5,6 PHYSICAL D 1a,b,c,d 2a,b 3c	"Finishing Techniques for the Textile Maintenance Industry"	13	20

SUBCLUSTER: CLOTHING SERVICE

Code: CTS - CS10 TASK: Operate steam press

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Head Table Steam pedal Vacuum pedal Air button Fluid pump Buck Bonded fabrics Blends Polyester	The concepts needed by the student will be relative to the equipment used in area business establishments. This information can be collected by the person that makes the job contact for the center.	• Work on safety precautions. • Get information on the safety precautions from local dry cleaning establishments which they recommend relative to their equipment.

Supportive Instructional Materials:

Operator's manual for equipment used locally.

SUBCLUSTER: CLOTHING SERVICE

TASK: Perform assembly inspection

Code: CTS - C511

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. describe the purpose of the general garment inspection: a. check for spots b. check quality c. check for repairs. 2. identify the objects of the assembly inspection: a. missing buttons b. stains c. rips d. pressing e. over-all appearance. 3. perform assembly inspections following a prescribed procedure: a. remove garment from hanger b. lay on counter c. check for mentioned items.	• Teacher gets together an assortment of garments and demonstrates what is meant by inspection, then hands garment to students to see if they understand what is meant by inspection. • Students take field trip to cleaning establishment to observe how that cleaner inspects garment.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,3,8,9 NUMBERS APPLICATION C3 PHYSICAL D 1a,d 2a,b 3c			

SUBCLUSTER: CLOTHING SERVICE

Code: CTS - CS11 TASK: Perform assembly inspection

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Stain Rip Missing button hook eye snap Wrinkle Hem ripping out	Count correctly the identified repair needs from several pieces of clothing. Record the correct number beside the identified repair need on a checklist. Add total number of repairs needed on each of several pieces and/or types of clothing.	• Teacher gathers together, or have students bring, garments and number them. Then have students inspect each garment for spots, needed repairs, button replacement, etc. Students could even code the problem (⊛ = button missing) and place symbol of needed repair under the number of the garment. Those correctly identifying the largest number of garment repair needs could be "winner" for the day.

Supportive Instructional Materials:

SUBCLUSTER: CLOTHING SERVICE

TASK: Assemble articles and garments for packaging

Code: CTS - CS12

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. describe and demonstrate the assembling procedures prior to packaging: a. buttoning b. pinning c. place ticket on outside of garment d. place article on master number e. complete number f. release order. 2. identify and select the appropriate tools for assembling articles and garments: a. pins b. lint rollers c. staples d. stapler e. knife f. special packaging materials. 3. name two factors to be observed in handling garments or articles during the assembly process: a. handle garment with care b. present garment so it looks good to customer.	• Students take field trip and observe the garments being assembled for packaging. • Teacher and students make a collection of garments, then discuss possible packaging in view of methods observed on the field trip. • Teacher encourages small peer group cooperation and interaction. • Teacher concentrates his effort with students having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 8,9 NUMBERS APPLICATION C 3-8 PHYSICAL D 1, 2a,b			

SUBCLUSTER: CLOTHING SERVICE

Code: CTS - CS12 TASK: Assemble articles and garments for packaging

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Assemble Repair Replace Correct Release	Copy numbers correctly so processing can be accurate.	• Since the packaging procedures follow a sequenced procedure, and the decision for packaging rests with the employee; this might be a good job for the hearing impaired.

Supportive Instructional Materials:

Garments to inspect and sort for packaging

SUBCLUSTER: CLOTHING SERVICE

Sheet 1 of 1

TASK: Hang and package garments

Code: CTS - CS13

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify and select the appropriate equipment and tools for hanging and packaging garments:
   a. bagger
   b. poly wrapping
   c. stapler
   d. conveyor
   e. hangers
   f. shirt folder.

2. hang and package garments following a prescribed procedure:
   a. final check order to make complete
   b. place garment on conveyor
   c. record number on master slip
   d. place on delivery line.

Instructional Methods

- Class discussion concerning the possible options for packaging garments of different sizes and shapes.
- Teacher provides demonstration of a variety of packaging techniques/procedures.
- Students perform the identified procedures as a part of a student-operated cleaning service.
- Para-professionals provide sustained involvement with students having difficulty with this task.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 1,2,6,9 NUMBERS B 2b APPLICATION C 3,8 PHYSICAL D 1a,c,d 2a,b 3c			

SUBCLUSTER: CLOTHING SERVICE

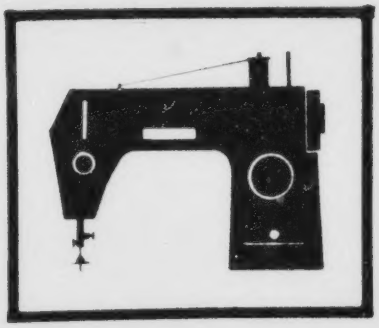
Code: CTS - CS13 TASK: Hang and package garments

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Hanger Bagger Wrapper Stapler Conveyor Master slip Delivery line	Fill out forms relative to time, number of garments, street number, zip code, etc.	• This job does not require much verbalizing so might be a good entry level job for a person with a hearing disability. • Stress the need for customer satisfaction. The need for using proper techniques and careful handling so customer is pleased with product. • To best fit the problem to need, acquire forms from local establishments.

Supportive Instructional Materials:

Master forms from area businesses as well as general forms available in texts, etc.

CLOTHING CONSTRUCTION



INSTRUCTIONAL TASK MODULES

CC01 Interpret alteration tags and markings

CC02 Rip out stitching

CC03 Stitch hems and linings

CC04 Shorten a skirt or dress

CC05 Shorten or lengthen coats

CC06 Lengthen or shorten suit coat sleeves

CC07 Shorten suit coats

CC08 Select/use handstitches in alterations

CC09 Shorten or lengthen the bodice

CC10 Perform waistline and hip line alterations

CC11 Perform dart alterations

CC12 Perform bust line alterations

CC13 Alter the waistline of trousers

SUBCLUSTER: CLOTHING CONSTRUCTION

Sheet 1 of 1

TASK: Interpret alteration tags and markings

Code: CTS - CC01

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and describe all general information found on alteration tags a. alteration areas/dimensions b. promised date c. order number d. type, style, or make of garment 2. identify the standard alteration marking symbols a. shortening mark b. lengthening mark c. one side alteration only d. stretch by pressing e. padding by sheets f. shifting mark g. space to be altered h. take in one side only i. let out space between j. shrink by pressing 3. draw selected standard alteration marking symbols for given alterations as determined by local need	• Teacher prepares an activity/quiz worksheet on identification of markings. • Students draw marking symbols for specific given alterations. • Teacher matches successful students who are interested in helping those having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,3,7,9 NUMBERS B 2,4a,d APPLICATION C 5,6 PHYSICAL D 1a,c,d 2a/b 3c,g			

SUBCLUSTER: CLOTHING CONSTRUCTION

Code: CTS - CC01 TASK: Interpret alteration tags and markings

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Alteration ticket Order number Garment Symbols Additional language of the task regarding tag information and markings may be obtained from local employers.	Using sample of alteration directives from local store, interpret measuring directions by indicating length of correction and/or depth of alteration on appropriate measuring tool.	• Show students what an alteration ticket looks like and explain that each alteration establishment has its own set of samples, and show what standard symbols look like. • Visit an alteration department with students.

Supportive Instructional Materials:

Working alteration codes of area

SUBCLUSTER: CLOTHING CONSTRUCTION

TASK: Rip out stitching

Code: CTS - CC02

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and select the appropriate tools for ripping out stitching a. seam ripper b. pin/needle c. scissors 2. demonstrate the procedures for ripping out stitching with accuracy a. review original construction of garment b. snip threads every few stitches c. pull fabric apart gently d. be careful not to cut, rip, or run fabric	• Students follow a teacher demonstration with "hands-on" supervision. • Students practice ripping out stitching on clothes to be altered or converted to shop rags. • Para-professionals provide sustained involvement with students having difficulty with this task.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 9 NUMBERS APPLICATION C 8 PHYSICAL D 1a,b,c 2a 3c,g	"A Suggested Curriculum Guide for Clothing Service"	13	

SUBCLUSTER: CLOTHING CONSTRUCTION

Code: CTS - CC02 TASK: Rip out stitching

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Make seams and have students practice ripping them out. • Have students practice ripping out over-edge stitch. • Have students bring in old things to practice ripping out.
Seam ripper Pin Needle Scissors Seam allowance Garment Seam Stitching line Fabric		

Supportive Instructional Materials:

SUBCLUSTER: CLOTHING CONSTRUCTION

Sheet 1 of 1

TASK: Stitch hems and linings

Code: CTS - CC03

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. demonstrate the procedures for lengthening and/or shortening dresses, trousers, sleeves, and coats a. check instructions on tag with markings on the garment b. remove stitches attaching the hem c. measure width of original hem d. mark from the original hemline the amount to be lengthened or shortened e. trim if needed f. restitch new hem g. press 2. demonstrate the procedures for removing, altering, and replacing linings of coats, dresses, suit coats, and sport coats a. remove coat lining with seam ripper or pin b. uses old linings as pattern c. press pieces to be used d. cut and sew together linings e. press together, stitch in, and press	• Para-professionals provide sustained involvement with students having difficulty with this task. • Teacher provides demonstration of procedures/techniques for stitching hems and linings. • Students follow a teacher demonstration with "hands-on" supervision. • Teacher makes contact with <u>each</u> student during the class period.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,3,9 NUMBERS B 4a APPLICATION C 5,6,8 PHYSICAL D 1,2a,3c			

SUBCLUSTER: CLOTHING CONSTRUCTION

Code: CTS - CC03 TASK: Stitch hems and linings

Basic Information for Cooperative Teaching

Language of the Task

Measuring tape
Hem gauge
Scissors
Seam ripper
Pin
Needles
Iron
Ironing board
Sleeve board
Pressing mit
Pressing cloth
Blind stitch
Catch stitch
Lengthen
Shorten
Hemline
Seam

Quantitative Concepts

Measure widths of hems.

Set thermostat on iron to meet fabric restrictions.

Suggestions:

- Borrow equipment from home economics department as they learn the words.
- Have students do hems in different stitches.

Supportive Instructional Materials:

Own garment to hem

SUBCLUSTER: CLOTHING CONSTRUCTION

TASK: Shorten a skirt or dress

Code: CTS - CC04

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable		Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. follow a prescribed set of procedures in shortening a skirt or coat with acceptable accuracy a. check information on tag against markings b. remove stitches c. lightly press existing hem crease d. measure and mark new hem above old hem line e. determine width of new hem f. trim excess fabric g. press seams of garment open h. machine stitch hem tape in position if used i. turn tape under at seam j. turn hem up to new crease line k. machine or handstitch hem into position	• Teacher and/or resource person provides a demonstration of shortening procedures. • Students practice shortening skirts and dresses for actual practice. • Para-professionals provide sustained involvement with students having difficulty with this task. • Teacher encourages small peer group cooperation and interaction.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,7,9 NUMBERS B 4a APPLICATION C 5,6 PHYSICAL D 1, 2a	McCall's Pattern Book	13	9

SUBCLUSTER: CLOTHING CONSTRUCTION

Code: CTS - CC04 TASK: Shorten a skirt or dress

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Seam binding Crease mark Hem marker Baste Hem gauge Fullness Bobbin thread Parallel Yardstick Ruler Machine basting Hem tape Hemming Pressing Trimming	Recognize and interpret measurements ranging from 4", 3", 2", 1", 1/2" to 1/4"	• Students practice measuring items that are 1, 2, 3, & 4 inches using a ruler and yardstick. • Do the same as above for 1/2 inches and 1/4 inches. • Students practice measuring hem lengths of skirts and dresses using a ruler, a yardstick, and a hem gauge.

Supportive Instructional Materials:

Yardstick
Ruler
Hem gauge
Skirts
Dresses

SUBCLUSTER: CLOTHING CONSTRUCTION

TASK: Shorten or lengthen coats

Code: CTS - CC05

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable		Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. follow a prescribed set of procedures in altering the length of coats a. check tag information against markings b. locate pins on chalk marks for shortening c. check methods of attaching coat linings and remove chain tacks as needed d. open facings by removing stitching e. remove lining stitching as required f. for lengthening, measure down from original crease line g. anchor the lining to the coat h. press hems out flat i. mark the new length j. alter lining k. replace the hem of the coat by hand or machine stitching	• Para-professionals provide sustained involvement with students having difficulty with this task. • Teacher provides demonstration of coat shortening and lengthening procedures. • Students demonstrate procedures in the actual practice of shortening and lengthening of coats. • Teacher encourages small peer group cooperation and interaction.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,9 NUMBERS B 4a APPLICATION C 6 PHYSICAL D 1			

SUBCLUSTER: CLOTHING CONSTRUCTION

Code: CTS - CC05 TASK: Shorten or lengthen coats

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Chalk marks Facing Hand stitch Blind hem	Recognize and interpret measurements with accuracy to 1/8 of an inch.	

Supportive Instructional Materials:

SUBCLUSTER: CLOTHING CONSTRUCTION

Sheet 1 of 1

TASK: Lengthen or shorten suit coat sleeves

Code: CTS - CCQ6

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and describe the different types of suit coat sleeves a. no vents b. semi-open vents c. imitation open vents d. full open vents 2. identify and define the related terminology for needed coat sleeve alteration a. wigan b. armhole c. sleeve head wadding d. top sleeve e. undersleeve f. hang length g. shank stitching 3. alter the length of suit coat sleeves by following a prescribed procedure a. check instructions on tag against markings b. remove buttons c. pin lining in place d. observe sleeve construction and rip out lining stitching and sleeve hem e. measure and mark the amount to be altered above or below the original crease f. finish the vent opening g. turn the hem up and insert pins h. press i. catch stitch the wigan j. handstitch the hem of the coat sleeve k. pull lining down over sleeve hem l. fell the lining, press m. replace buttons on the vent	• Teacher encourages small peer group cooperation and interaction. • Para-professional or teacher provides demonstration of alteration procedures for lengthening or shortening suit coat sleeves. • Students demonstrate procedures in actual practice. • Teacher matches successful students who are interested in helping those having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,7,9 NUMBERS B 4a APPLICATION C 5,6 PHYSICAL D 1, 2a			

SUBCLUSTER: CLOTHING CONSTRUCTION

Code: CTS - CC06 TASK: Lengthen or shorten suit coat sleeves

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Vents Semi-open vents No vents Imitation vents Full open vents Wigan Armhole Sleeve head wadding Top sleeve Hand length Shank stitching	Linear measures Duplication of angles - darts curves - sleeve, etc.	

Supportive Instructional Materials:

SUBCLUSTER: CLOTHING CONSTRUCTION

TASK: Shorten suit coats

Sheet 1 of 1

Code: CTS - CC07

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will 1. shorten the length of a suit coat following a prescribed procedure a. check directions on tag against markings b. rip out stitching for one side of lining c. measure hem and determine amount to be shortened d. mark above the original hem line amount to be shortened e. rip out hem stitches f. turn facing out g. transfer chalk marks to wrong side of facing h. stitch around curve of coat front to new hemline i. trim curve and remove all original stitching j. turn facing right side out k. turn up and pin l. transfer shortened side dimensions and layout to opposite side m. put in new hem around back of coat	• Teacher demonstrates procedures for shortening suit coats. • Students demonstrate procedures in actual practice. • Teacher matches successful students who are interested in helping those having difficulty. • Teacher encourages small peer group cooperation and interaction. • Para-professionals provide sustained involvement with students having difficulty with this task.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,7,9 NUMBERS B 4a APPLICATION C 5,6 PHYSICAL D 1, 2a			

SUBCLUSTER: CLOTHING CONSTRUCTION

Code: CTS- CC07 TASK: Shorten suit coats

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Lining Interfacing Facing Curve Original stitching	Meaning of equidistance Accurately transfer of curve line from one side to opposite side of garment.	

Supportive Instructional Materials:

SUBCLUSTER: CLOTHING CONSTRUCTION

TASK: Select/use handstitches in alterations

Code: CTS - CC08

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable		Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. select the appropriate handstitch for a specific alteration a. backstitch b. half-backstitch c. catch stitch d. blind stitch e. felling f. lock stitch g. overcasting stitch h. feather stitch 2. demonstrate the procedures for making and employing each of the handstitches	• Teacher matches successful students who are interested in helping those having difficulty. • Teacher provides demonstration of handstitching procedures and application. • Teacher encourages small peer group cooperation and interaction. • Students practice handstitches on sample swatches.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,9 NUMBERS APPLICATION C 8 PHYSICAL D 1a,b,c 2a			

SUBCLUSTER: CLOTHING CONSTRUCTION

Code: CTS - CC0B TASK: Select/use handstitches in alterations

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Back stitch Half-back stitch Catch stitch Blind stitch Lock stitch Overcasting Feather stitching		• A trip to a local store that does altering would identify needs. Perhaps this trip should be made by the teacher. Later a field trip might be planned.

Supportive Instructional Materials:

SUBCLUSTER: CLOTHING CONSTRUCTION

TASK: Shorten or lengthen the bodice

Code: CTS - CC09

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. shorten the bodice of a garment following a prescribed procedure a. measure waistline distance b. record measurement on alteration tag c. remove hooks, eyes, zippers, snaps, or belt loops on seam of the waistline d. rip out the waistline seam e. remove zippers f. measure distance from old seamline to the edge of skirt g. press and remove the crease h. mark new seam on the bodice i. trim away excess fabric j. place seam tape in position and stitch the waistline seam k. check alignments, etc. l. replace hooks, zippers, snaps, loops, etc. m. press the seam 2. lengthen the bodice of a garment following a prescribed procedure a. bodice may be lengthened as much as the waistline seam will permit, following the same general procedure	• Teacher encourages small peer group cooperation and interaction. • Teacher provides a demonstration of bodice shortening and lengthening procedures. • Students practice procedures first in simulated situations, then in actual practice. • Para-professionals provide sustained involvement with students having difficulty with this task.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 9 NUMBERS B 2b,4a,5 APPLICATION C 5,6 PHYSICAL D 1			

SUBCLUSTER: CLOTHING CONSTRUCTION

Code: CTS - CC09 TASK: Shorten or lengthen the bodice

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Have students look at crease line on their own garment.
Bodice Waistline Alignment (line-up) Crease line Anchor	Measurement of short distances 6 to 1/2 inch	

Supportive Instructional Materials:

SUBCLUSTER: CLOTHING CONSTRUCTION

Sheet 1 of 1

TASK: Perform waistline and hip line alterations

Code: CTS - CC10

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable			

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify and define the related terminology needed for specific alterations
   a. hip line
   b. underlap
   c. seamwell
   d. overlap

2. decrease the waistline or hip line of a dress or skirt by following a prescribed procedure
   a. check garment markings against tag
   b. layout chalk marks
   c. measure distance between chalk marks at waistline and hip line
   d. turn inside out
   e. rip out hem from side seam to side
   f. remove waistband and zipper
   g. press waistband and side seams flat
   h. layout amount to be altered at hip line and waistline
   i. check against tag information
   j. restitch right side seam following chalk mark
   k. restitch left side seam to zipper opening
   l. rip out original stitching
   m. press side seams open
   n. insert zipper
   o. replace the waistband
   p. replace hem in the skirt of press

- Teacher makes contact with each student during the class period.
- Para-professionals provide sustained involvement with students having difficulty with this task.
- Teacher provides a demonstration of the appropriate alteration procedures.
- Students follow a teacher demonstration with "hands-on" supervision.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,7,9 NUMBERS B 4a APPLICATION C 4,6,8 PHYSICAL D 1, 2a			

SUBCLUSTER: CLOTHING CONSTRUCTION

Code: CTS - CC10 TASK: Perform waistline and hip line alterations

Basic Information for Cooperative Teaching			Suggestions:
Language of the Task		Quantitative Concepts	• Discuss location of hip line and waistline.
Darts	Seamwell	Recognize and practice measuring units of 1/2" and 1/4".	
Seams	Waistline		
Stitching	Hip line		
Baste	Waist band		
Bodice	Waistline dart		
Tag			
Width			
Length			
Crease			
Hem			
Hand stitch			
Markings			
Underlap			
Overlap			

Supportive Instructional Materials:

SUBCLUSTER: CLOTHING CONSTRUCTION

TASK: Perform dart alterations

Code: CTS - CC11

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable		
					Given the necessary tools, materials, equipment, and requisite knowledge, the learner will 1. identify the types of darts a. straight b. double pointed c. shaped 2. explain the purpose and construction of darts 3. relocate bust darts by following a prescribed procedure a. rip out underarm seam stitching and darts b. outline chalk line of new dart c. restitch dart d. press dart e. restitch underarm seams 4. relocate double-pointed darts by following a prescribed procedure a. locate and mark the position of the waistline on the dart b. measure widest part of dart c. redraw dart and restitch 5. lengthen and shorten darts by following a prescribed procedure a. rip side seam of dart b. for lengthening dart, redraw chalk line and restitch along line c. press the dart d. restitch side seam

Instructional Methods

- Students sketch and label drawings of the different darts.
- Teacher provides a demonstration of dart altering procedures.
- Students redemonstrate procedures in actual practice on worn out clothing brought from home.
- Students review dart charts.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,9 NUMBERS B 4a APPLICATION C 5 PHYSICAL D 1	Dart charts from McCalls or Simplicity	16	

SUBCLUSTER: CLOTHING CONSTRUCTION

Code: CTS · CC11 TASK: Perform dart alterations

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	**Quantitative Concepts**	
Dart Straight Double pointed Shaped Bust dart Waist dart-bodice Back shoulder dart Waist dart - skirt Elbow dart Length Bust point Chalkline Restitch	Distinguish between length and width. Discuss the concept of "tapering".	• Point out different types of darts on their dress. • Work closely with home economics teacher. Borrow materials for drawing darts. Darts can be drawn by home economics class and labeled by special education students.

Supportive Instructional Materials:

SUBCLUSTER: CLOTHING CONSTRUCTION

TASK: Perform dart alterations

Code: CTS - CC11

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will e. for shortening dart, redraw shorter dart chalk line f. stitch along chalkline g. rip out stitching beyond new dart h. press dart i. restitch side seam	

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
NUMBERS			
APPLICATION			
PHYSICAL			

SUBCLUSTER:

Code: ___ - ___ TASK:

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	

Supportive Instructional Materials:

SUBCLUSTER: CLOTHING CONSTRUCTION

TASK: Perform bust line alterations

Code: CTS - CC12

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will 1. decrease the bust line of a dress by following a prescribed procedure a. check markings on garment against tag b. record the distance from the marking pins to the seamline at the bust line c. measure length down side seam of garment that is to be taken in d. remove the pins e. turn garment inside out f. layout chalk lines on inside of dress g. follow chalk marks and stitch bodice and sleeves h. rip out the original stitching and press	• Para-professionals provide sustained involvement with students having difficulty with this task. • Students follow a teacher demonstration with "hands-on" supervision. • Teacher encourages small peer group cooperation and interaction.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,9 NUMBERS B 4a APPLICATION C 5 PHYSICAL D 1			

SUBCLUSTER: CLOTHING CONSTRUCTION

Code: CTS- CC12 TASK: Perform bust line alterations

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Garment Bodice Sleeves Original Pins Decrease Increase Bust line Bust point	Practice measuring and marking distances accurately on fabric.	

Supportive Instructional Materials:

SUBCLUSTER: CLOTHING CONSTRUCTION

TASK: Alter the waistline of trousers

Code: CTS - CC12

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will 1. enlarge the waistline of trousers by following a prescribed procedure a. check marking against information on tag b. check back seam to see if seam allowance is large enough c. remove stitches of facing d. turn trousers wrong side out e. mark new seam from original seamline f. staple stitch from original seam to chalk mark g. pull out original stitching h. tack facing to trousers i. replace belt loop 2. shorten the waistline measurement of trousers by following a prescribed procedure a. follow steps a-i, except new seam line will be inside of the original seam line	• Resource person from alteration department provides demonstration of alteration procedures. • Students alter the waistline of trousers in actual practice. • Teacher encourages small peer group cooperation and interaction. • Teacher matches successful students who are interested in helping those having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 7,9 NUMBERS B 4a, 5 APPLICATION C 5,6 PHYSICAL D 1, 2a			

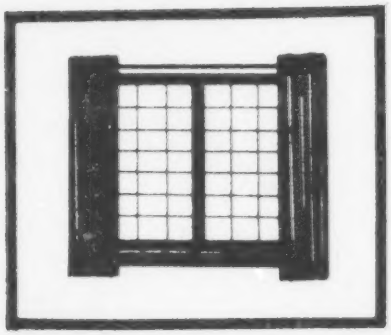
SUBCLUSTER: CLOTHING CONSTRUCTION

Code: CTS - CC13 TASK: Alter the waistline of trousers

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Back seam Facing Belt loop Taper Waistband Side seam Overlap Underlap Hip line Tag information Trousers	Perform basic measuring procedures using: (a) tape measure (b) hem gauge Recognize and interpret the basic measuring units: (a) inches (b) 3/4 inch (c) 1/2 inch (d) 1/4 inch	• Have students practice measuring items with hem gauge and tape measure. • Show the back seam on boys' pants.

Supportive Instructional Materials:

HOME FURNISHINGS



INSTRUCTIONAL TASK MODULES

HF01 Split or sew drapery lengths together

HF02 Fold, crease, and stitch drapery hems and sides

HF03 Insert crinoline in drapery panel headings

HF04 Pin, break, tack and stitch drapery pleats

HF05 Attach lining or construct unlined drapes

HF06 Fold, band, and insert hooks in completed draperies

HF07 Construct sheet draperies

HF08 Assist in installation of draperies

HF09 Repair and remake draperies

HF10 Construct a bedspread

SUBCLUSTER: HOME FURNISHINGS

Sheet 1 of 1

TASK: Split or sew drapery lengths together

Code: CTS - HF01

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify and select appropriate color and size thread for:
   a. sheer drapery fabric
   b. lightweight drapery fabric
   c. medium weight drapery fabric
   d. heavy weight drapery fabric
2. identify and select correct sewing machine needle and stitches per inch for:
   a. sheer drapery fabric
   b. lightweight drapery fabric
   c. medium weight drapery fabric
   d. heavy weight drapery fabric
3. identify and demonstrate the procedure to follow when stitching panel lengths of:
   a. solid fabrics
   b. printed fabrics
4. describe and demonstrate the technique for holding fabric while sewing at the machine.
5. determine when to split a drapery length.
6. describe and demonstrate the technique to use for splitting drapery lengths of different fabrics

Instructional Methods

- Teacher discusses chart showing fabric weight, needle, and stitches per inch.
- Students stitch on samples with different weights of needles and thread.
- Students will select appropriate thread for their sample drapery.
- Teacher demonstrates the technique and students will follow by doing the same on a variety of drapery fabrics. (No splitting is done on their sample.)
- Teacher matches successful students who are interested in helping those having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 8,9	Home Furnishings Aide, p. A149-168	14	14
NUMBERS B 4a, 5	Drapery I, p. 157	14	13
APPLICATION C 2,5,8			
PHYSICAL D 1a,b d 2a/b 3c,g			

SUBCLUSTER: HOME FURNISHINGS

Code: CTS - HF01 TASK: Split or sew drapery lengths together

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Mercerized thread Printed fabrics Cotton thread Polyester thread Sheer Tension Needle Characteristic Label Treat Behave Selvage Crosswise thread Lengthwise thread Dominant lengthwise thread Woven fabrics	Read needle chart and choose proper needle for fabric. Interpret thread chart. Measurement of patterns Distinguish between crosswise and lengthwise.	

Supportive Instructional Materials:

Charts and guides for choosing needles and threads

SUBCLUSTER: HOME FURNISHINGS

Sheet 1 of 1

TASK: Fold, crease, and stitch drapery hems and sides

Code: CTS - HF02

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable		
					Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify standard side hem widths for drapery and lining fabric. 2. list and describe correct bottom hem widths for: a. short, lined draperies b. long, lined draperies c. lining fabric for short and long draperies. 3. describe and arrange in order the steps for folding and creasing drapery sides and hems. 4. describe and compare finger pressing with pressing with an iron. 5. identify and demonstrate the appropriate pinning procedure for pinning side hems in place. 6. identify, describe, and demonstrate the appearance of a running stitch for the right and wrong side of a panel. 7. identify and describe the placement of weights in drapery panels. 8. describe the method for stitching lining hem.

Instructional Methods

- Teacher leads a demonstration of stitching side hems and have students follow instructions.
- Students measure, fold, and crease their drapery sample.
- Students review illustrated text and workbook materials.
- Teacher demonstrates a running stitch and students practice it on their samples.
- Teacher and students discuss types of weights that may be used and have examples to show students.
- Students position and stitch covered weights on their drapery sample.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,3,9 NUMBERS B 4a,b, 5 APPLICATION C 2,3,5,8 PHYSICAL D 1a,b,c,d 2a/b 3c,g	Home Furnishings Aide, p. A179-191 and A213-220 Drapery I, p. 155, 159-166	14 14	14 13

SUBCLUSTER: HOME FURNISHINGS

Code: CTS - HFQ2 TASK: Fold, crease, and stitch drapery hems and sides

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Tabling Pressing Ironing Grain Hem gauge Finger press Perpendicular Parallel Crease Weights Smal	Measurement of feet and inches to 1/8" Measurement of length and width	

Supportive Instructional Materials:

SUBCLUSTER: HOME FURNISHINGS

Sheet 1 of 1

TASK: Insert crinoline in drapery panel headings

Code: CTS - HF03

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive		Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. describe and demonstrate three methods used to attach crinoline: a. handstitch b. gluing c. machine stitch. 2. identify and describe steps that are common to all methods of attaching crinoline to drapery fabric.	• Teacher prepares and uses a chart of the three methods for inserting crinoline. Discuss and demonstrate inserting the crinoline. • Students use machine stitching method on their drapery sample.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib
KNOWLEDGE A 2,3,9	Home Furnishings Aide, p. 193-211	14	14
NUMBERS B 4a	Drapery I, p. 167	14	13
APPLICATION C 3,5,8			
PHYSICAL D 1a,b,c,d			

SUBCLUSTER: HOME FURNISHINGS

Code: CTS - HE03 TASK: Insert crinoline in drapery panel headings

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Crinoline Hem Panel Carrier Baste Hem gauge	Width measurement in inches Length measurements in inches, feet, and/or yards	

Supportive Instructional Materials:

Samples of crinoline
Example of drape showing stages of completion

SUBCLUSTER: HOME FURNISHINGS

Sheet 1 of 1

TASK: Pin, break, tack, and stitch drapery pleats

Code: CTS - HF04

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	
				Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and describe standard pleat and space allowances. 2. identify and describe the relationship between the number of pleats and the number of spaces on a drapery panel heading. 3. identify and name the five measurements necessary for figuring pleat and space placement on drapery panel heading. 4. describe and arrange in order the steps in the pinning-off process. 5. list, describe, and demonstrate the steps in forming French pleats. 6. describe and identify the difference between the placement of machine and hand tacking of pleats. 7. describe and demonstrate the procedure for forming pleats in a drapery heading. 8. identify and describe a hem gauge and its use in forming pleats. 9. identify and list in order steps for stitching pleats. 10. demonstrate the procedure for stitching drapery pleats following pres.procedure

Instructional Methods

- Students refer to a printed sheet prepared to assist students estimating yardage.
- Teacher matches successful students who are interested in helping those having difficulty.
- Students follow instructions in manual when teacher discusses and demonstrates the procedures involved.
- Students work on sample drapery, list on the board the five steps in stitching pleats.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,9 NUMBERS B 4a, 5,6 APPLICATION C 2,3,8 PHYSICAL D 1a,b,c,d 2a/b 3c,g	Home Furnishing Aide, p.A227-243 A265-270 A246-253	14	14
	Homemaker's Handbook, p. 69	15	15
	Drapery I, pp. 169, 174-177	14	13
	Window Decorating Guide, p.102-103	13	19

SUBCLUSTER: HOME FURNISHINGS

Code: CTS - HF04 TASK: Pin, break, tack, and stitch drapery pleats

Basic Information for Cooperative Teaching

Language of the Task

Hem gauge	Measure
Heading	Re-check
Pleat	Machine tack
French pleat	Hand tack
Hemline	
Panel	
Pinned-off	
Crease	
Finger press	
Backstitch	
Width	
Bracket	
Return	
Cut length	

Quantitative Concepts

- Measurement
- Addition
- Subtraction
- Multiplication
- Division

Suggestions:

- Visit with vocational instructor to discuss the need for specific and accurate measurements.

Supportive Instructional Materials:

SUBCLUSTER: HOME FURNISHINGS

Sheet 1 of 1

TASK: Attach lining or construct unlined drapes

Code: CTS - HF05

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and describe the relationship between the size of the lining and the size of the drapery panel. 2. identify and describe two methods for attaching lining to panel heading. 3. select and demonstrate the handstitching method most commonly used to attach lining fabric to drapery panel. 4. identify and describe the major differences in the processes for constructing lined and unlined draperies. 5. demonstrate the basic procedures for constructing a simple unlined drapery.	• Teacher demonstrates methods of measuring lining and attaching to panel heading with a slip stitch, referring to the manual and sample. • Teacher encourages small peer group cooperation and interaction. • Para-professionals provide sustained involvement with students having difficulty with this task. • Teacher presents and discusses samples of the lined and unlined draperies drawing comparisons and differences.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,3,9	Home Furnishings Aide, p. A221-226	14	14
NUMBERS B 4a	Homemaker's Handbook, p. 68	13	15
APPLICATION C 2,5,8	Drapery I, pp. 91-92	14	13
PHYSICAL D c,g			

SUBCLUSTER: HOME FURNISHINGS

Code: CTS - HF05 TASK: Attach lining or construct unlined drapes

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Decorate Blind Partial Return Heading Bottom hem Side hem Panel partial full Pleats Smaller Larger Slip stitch	Accurately measure lengths and widths of draperies.	

Supportive Instructional Materials:

SUBCLUSTER: HOME FURNISHINGS

Sheet 1 of 1

TASK: Fold, band, and insert hooks in completed draperies

Code: CTS - HF06

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify and demonstrate the procedure for accurately folding and banding draperies.
2. describe and apply the rule for determining the number of bands to use with different types of draperies.

Instructional Methods

- Students work with their drapery sample demonstrating folding and banding techniques.
- Teacher concentrates his effort with students having difficulty.
- Para-professionals provide sustained involvement with students having difficulty with this task.
- Teacher discusses the selection of the appropriate hooks for different situations, using a poster with different types, sizes, names, and uses of hooks identified.
- Students view slides or overhead transparencies illustrating different types of rods and the placement of hooks for each.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,9 NUMBERS B 1 APPLICATION C 2a, 5 PHYSICAL D 1a,b,d 2a/b 3c,g	Drapery I, pp. 178-183	14	13
	Home Furnishings Aide, p. A255-264 271-275	14	14

SUBCLUSTER: HOME FURNISHINGS

Code: CTS - HF06 TASK: Fold, band, and insert hooks in completed draperies

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Pin point Traverse rod Banding Lengths Wall return Overlap Pleat Space Crease Hem gauge	Measurement	

Supportive Instructional Materials:

SUBCLUSTER: HOME FURNISHINGS

Sheet 1 of 1

TASK: Constructs sheer draperies

Code: CTS - HF07

Student Name: _____

Student Progress	Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced / Involved / Productive / Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and demonstrate procedures used to construct sheer draperies. 2. identify and describe two different types of heading treatments for sheer draperies. 3. identify the standard width for casing-in sheered curtains.	• Teacher presents and discusses samples of sheers. Differences in construction are pointed out. • Teacher concentrates his effort with students having difficulty. • Para-professionals provide sustained involvement with students having difficulty with this task.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,9 NUMBERS B 4a, 5 APPLICATION C 2,5,8 PHYSICAL D 1a,b,c,d 2a/b 3c,g	Home Furnishings Aide, pp. 281-283	14	14

SUBCLUSTER: HOME FURNISHINGS

Code: CTS- HF07 TASK: Constructs sheer draperies

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Sheer Opaque Voile Batiste Shirred Casing		

Supportive Instructional Materials:

SUBCLUSTER: HOME FURNISHINGS

Sheet 1 of 1

TASK: Assists in installation of draperies

Code: CTS - HF08

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and describe illustrations of drapery hardware. 2. describe and select appropriate drapery hardware to be used for installing different types of draperies. 3. identify and describe various equipment needed to install draperies. 4. identify, describe, and select appropriate screws for use on different types of walls.	• Drapery installation man comes to class and discusses drapery hardware, tasks of an installation person, and techniques of customer service in installation. • Students prepare a bulletin board including installation tools, drapery hardware, and window diagrams with placement indicated. • Para-professionals provide sustained involvement with students having difficulty with this task.

Task-related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,3,9 NUMBERS B 4a, 5,6 APPLICATION C 2,5,8 PHYSICAL D 1a,b,c,d 2c 3a,b,c,f,g	Home Furnishings Aide, pp. A285-297	14	14
	Window Decorating Guide, pp. 16-19	13	19
	Introduction to Home Furnishings, p. 190-194	13	18
	Homemaker's Handbook, p. 58-59	13	15

SUBCLUSTER: HOME FURNISHINGS

Code: CTS - HF08 TASK: Assists in installation of draperies

Basic Information for Cooperative Teaching			Suggestions:
Language of the Task		Quantitative Concepts	
Apron (window)	Fringe	Measure distances	
Bracket	Hold back	Center	
Cafe rod	Hook	Simple division and multiplication divide/multiply by 2 through 5	
Carrier	Lock seam	Simple fractions: 1/2, 1/3, 1/4	
Casing (window)	Master slide		
Ceiling mounting	Recessed		
Cord traverse (draw drapery)	Ring slide		
Cord tension pulley	Shirred		
Curtain rod and double rod	Sill		
Custom	Spring tension rod		
Decorative rod	Supports		
Drapery crane	Tie backs		
Extender	Valance		
Frame	Weights		

Supportive Instructional Materials:

SUBCLUSTER: HOME FURNISHINGS

Sheet 1 of 1

TASK: Repair and remake draperies

Code: CTS - HF09

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable		Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. recognize the importance of observing the original construction of draperies before ripping. 2. describe and demonstrate procedures for ripping out stitches.	• Teacher demonstrates the techniques for ripping out stitching and tools to use. • Students work on drapery alteration projects. Teacher discusses thoroughly each phase of alteration and the importance of checking the original construction. • Teacher encourages small peer group cooperation and interaction.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,3,9 NUMBERS B 4a, 5,6 APPLICATION C 2,5,8 PHYSICAL D 1a,b,c,d 2a/b 3c,g	Home Furnishings Aide, p. A299	14	14

SUBCLUSTER: HOME FURNISHINGS

Code: CTS - HF09 TASK: Repair and remake draperies

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Have students observe the difference the direction of grain makes in matching like fabrics.
Rip Baste Replace Repair Match Grain	Measure size of area to be replaced or repaired in material. Add measured amount of material for patching purposes, remembering that addition is made in relation to position in drape.	

Supportive Instructional Materials:

Pieces of material with worn spots, flaws, rips
Pieces of material that are matching or near matching the above materials

SUBCLUSTER: HOME FURNISHINGS

TASK: Construct a bedspread

Code: CTS - HF10

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	
				Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and describe different types of bedspreads. 2. explain and demonstrate procedures used in taking measurements for fitted and non-fitted bedspreads. 3. analyze and solve a problem for determining the amount of fabric for constructing a given bedspread. 4. describe and interpret bedspread measurements found on a work order. 5. describe and evaluate description (or actual product) of finished bedspread.

Instructional Methods

- Field trip to drapery and bedspread departments of area stores.
- Teacher discusses measuring procedures and how to estimate yardages using diagram of a bed on a handout.
- Students follow a procedure booklet for making different types of spreads.
- Para-professionals provide sustained involvement with students having difficulty with this task.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 2,3,9 NUMBERS B 4a,5,6 APPLICATION C 2a,5,8 PHYSICAL D 1a,b,c,d 2a/b 3c,g	Home Furnishings Aide, p. A305-308	14	14
	How to Make Bedspreads	A 13	16

SUBCLUSTER: HOME FURNISHINGS

Code: CTS - HF10 TASK: Construct a bedspread

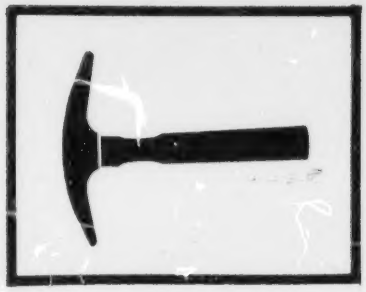
Basic Information for Cooperative Teaching	
Language of the Task	Quantitative Concepts
Bedspread Fitted Non-fitted	Measure distance relative to size of bed. Add overhang remembering there are two sides to a bed, also add for tuck under or overhang for foot. Allow for pillow take up if the spread is to cover the pillows.

Suggestions:

- Field trip to furniture store and/or department store to observe different styles, materials, and sizes of bedspreads.

Supportive Instructional Materials:

UPHOLSTERY



INSTRUCTIONAL TASK MODULES

UP01 Use upholstery tools

UP02 Sew tears or rips by hand

UP03 Remove upholstery from frame

UP04 Reinforce weak frame

UP05 Tighten or replace loose webbing

UP06 Replace springs

UP07 Remove and replace padding material

UP08 Measure material

UP09 Cut covering from bolt

UP10 Attach replacement upholstery to frame

UP11 Perform tufting

UP12 Attach buttons

UP13 Operate upholstery machines

UP14 Recovering material to frame

SUBCLUSTER: UPHOLSTERY

TASK: Use upholstery tools

Code: CTS - UP01

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable			
					Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and select the appropriate tool for a given application or use a. upholsterer's hammer b. upholsterer's shears c. webbing stretcher d. ripping tool e. curved needle f. pin or skewer g. straight needle h. regulator i. tack and staple remover j. spring bender tool k. pneumatic stanle gun l. mechanical staple m. tack remover 2. demonstrate the appropriate procedures in manipulating upholstery tools 3. follow prescribed safety precautions in manipulating upholstery tools 4. perform basic upholstery tool maintenance	• Teacher provides demonstration of how to use the identified tools. • Students view teacher-made slide/tape presentation describing the common upholstery tools. • Students review illustrated text materials for tool nomenclature. • Students prepare a display of the tools with tool name labels.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 6,9 NUMBERS APPLICATION C 8 PHYSICAL D 1a,b,c,d,e 3f,g	All About Upholstery pp.105	13	9
	How to Build Modern Furniture	13	10
	Teacher-made slide/tape presentation	4	

SUBCLUSTER: UPHOLSTERY

Code: CIS - UP01 TASK: Use upholstery tools

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Hammer Shears Webbing Webbing stretcher Ripping Curved needle Skewer Regulator Staple remover Spring bender Staple gun Mechanical staple gun Pneumatic staple gun	Recognize the common sizes and/or weights of upholstery tools.	• Develop some overlay transparencies to teach types of tools and uses. Retention will increase with exposure, particularly when it comes to identification of tools, etc. • Using the language master program cards and audio tape, develop a set of cards and a script for identifying upholstery tools. Se the upholstery teacher for assistance.

Supportive Instructional Materials:

SUBCLUSTER: UPHOLSTERY

Sheet 1 of 1

TASK: Sews tears or rips by hand

Code: CTS - UP02

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. describe and demonstrate different sewing stitches to be used in hand sewing an upholstery covering
2. identify and select the appropriate tools and equipment for hand sewing upholstery coverings
   a. straight needles
   b. curved needles
   c. shears
   d. stitching twine
3. demonstrate the specific procedures for hand sewing
   a. use tacking strip
   b. replace stuffing
   c. prepare needle and twine for buttons

Instructional Methods

- Teacher provides demonstration of procedures for sewing by hand.
- Students return demonstration procedures in actual practice.
- Paraprofessional demonstrates the various stitches.
- Teacher encourages small pper group cooperation and interaction.
- Students review display board and illustrated text materials for additional information.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
A 9	All About Upholstery	13	6
NUMBERS	Modern Upholstery Methods	13	11
	Upholstery tool	16	
APPLICATION	Display board	16	
C 8	Wooden table with tools on display	2,5,9	
PHYSICAL	Fabric and assorted tools	13,5,2	
D 1a,b,c,d 3c,f,g			

SUBCLUSTER: UPHOLSTERY

Code: CTS- UPO2 TASK: Sews tears or rips by hand

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Looking closely at articles that have been repaired are second only to hands-on experiences.
Sewing twine Stitches Replace Stuffing	Measuring thread length for a given application. Recognize common sizes of needles.	

Supportive Instructional Materials:

SUBCLUSTER: UPHOLSTERY

Sheet 1 of 1

TASK: Remove upholstery from frame

Code: CTS - UP03

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify and select the needed handtools for removing upholstery from a frame
   a. ripping tool
   b. tack and staple remover
   c. upholstery hammer
   d. pliers
   e. screwdriver
2. follow prescribed procedures for removing upholstery from a frame
3. reverse pattern of cloth for cutting new material

Instructional Methods

- Students review illustrated text materials.
- Para-professionals provide sustained involvement with students having difficulty with this task.
- Teacher demonstration for individuals or small groups of upholstery removal procedures.
- Students work in small groups, demonstrating procedures in actual practice.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 9	How to Build Modern Furniture pp. 100-122	13	10
NUMBERS	"Refinishing-Restyling"	13	
APPLICATION C 2,8			
PHYSICAL D 1a,b,c,d 2b			

SUBCLUSTER: UPHOLSTERY

Code: CTS - UP03 TASK: Remove upholstery from frame

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Upholsterh Hammer Pliers Screwdriver Frame Pattern		• Sequence of procedures for removing upholstery from frame is important. See Upholstery teacher for a list of exact procedures.

Supportive Instructional Materials:

SUBCLUSTER: UPHOLSTERY

TASK: Reinforce weak frame

Code: CTS - UP04

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. recognize the different kinds of frame lumber
2. identify and describe the proper utilization of
   a. selected hand tools
      1) hammer
      2) screwdriver
      3) pilot drill
      4) gluing clamps
      5) liquid glue (Elmer's)
3. demonstrate the procedures for
   a. replacing furniture legs
      1) selecting the proper size
      2) fastening leg plates
      3) fastening legs
   b. applying reinforcement fasteners to furniture frame
      1) straps (all shapes)
      2) wood screws
      3) dowels

Instructional Methods

- Teacher provides demonstration illustrating the different procedures for frame reinforcement.
- Students review illustrated text materials.
- Para-professionals provide sustained involvement with students having difficulty with this task.
- Teacher encourages small peer group cooperation and interaction.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 9 NUMBERS B 2a, 4a APPLICATION C 8 PHYSICAL D 1a,d,f 2b	How to Build Modern Furniture pp. 100-122	13	10
	All About Upholstery	13	6

SUBCLUSTER: UPHOLSTERY

Code: CTS - UP04 TASK: Reinforce weak frame

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• A matching game of tools and supplies with labeled pictures of same could be productive.
Pilot drill Gluing/clamps Glue Elmer's glue Leg plates Reinforcement fasteners Straps Wood screws Dowels Corrugated fasteners	Recognize common sizes of screws used in frame reinforcement, i.e. 1" = no. 8. Recognize common sizes of other frame components: straps corrugated fasteners leg plates dowels	

Supportive Instructional Materials:

SUBCLUSTER: UPHOLSTERY

Sheet 1 of 1

TASK: Tighten or replace loose webbing

Code: CTS - UP05

Student Name: _____

Student Progress					Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable		
					Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and describe the appropriate use or application of webbing tools and materials a. upholstering hammer b. webbing stretcher c. shears d. webbing e. tacks 2. demonstrate the procedures for replacing webbing a. place furniture in position for webbing b. locate position of webbing strips c. open roll of webbing d. tack the free end e. tack the stretched end 3. demonstrate the procedures for tightening loose upholstery webbing a. remove tacks from one end b. restretch using webbing stretcher c. retack stretched end

Instructional Methods

- Para-professionals provide sustained involvement with students having difficulty with this task.
- Students review illustrated text materials.
- Teacher provides demonstration of procedures for replacing/adjusting webbing
- Teacher matches successful students who are interested in helping those having difficulty.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 9	How to Build Modern Furniture pp. 109-117	13	10
NUMBERS B 4a	All About Upholstery	13	6
APPLICATION C 8			
PHYSICAL D 1a,d 2b 4c,e,f			

SUBCLUSTER: UPHOLSTERY

Code: CTS - UP05 TASK: Tighten or replace loose webbing

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Develop the concept of tension by feeling strings, springs, webbing, etc. drawn to different tensions. Then visit the upholstery center and relate appropriate tension to experience.
Upholstery hammer Webbing stretcher Shears Webbing Tacks Tacking Tighten		

Supportive Instructional Materials:

SUBCLUSTER: UPHOLSTERY

TASK: Replace springs

Sheet 1 of 1

Code: CTS - UP06

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify and describe the different types of upholstery springs
   a. inner-cushion-spring
   b. non-sagging
   c. coil spring
2. identify and select the appropriate twine for different applications
   a. spring twine
   b. jute twine
   c. flax thread
   d. coil
   e. plastic welt cord
3. select the correct type, number and size of spring for a given application
4. demonstrate the procedures for:
   a. locating and fastening springs
   b. adjusting spring height
   c. preparing a spring edge
   d. tying springs
   e. installing and adjusting non-sagging springs

Instructional Methods

- Instructor and/or resource person demonstrates different procedures for spring replacement.
- Students review illustrated text materials.
- Students follow a teacher demonstration with "hands-on" supervision.
- Teacher encourages small peer group cooperation and interaction.
- Para-professionals provide sustained involvement with students having difficulty with this task.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 9	How to Build Modern Furniture pp. 100-122	13	10
NUMBERS B 4a	Modern Upholstery Methods	13	11
APPLICATION C 2,5,8			
PHYSICAL D 1a,d,f 2b/c 3c,e,f			

SUBCLUSTER: UPHOLSTERY

Code: CTS - UP06 TASK: Replace springs

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Have students look at cushion, sit in chair, and turn chair upside down and look at the condition of the springs that need replacing. Go through the same procedure with a chair or cushion in which the springs have been replaced. Have students discuss difference.
Inner cushion Spring Inner cushion spring Non-sagging Coil spring Spring twine-coil Jute twine-welt cord Plastic welt cord Flax thread Spring Adjustment		

Supportive Instructional Materials:

SUBCLUSTER: UPHOLSTERY

Sheet 1 of 1

TASK: Remove and replace padding material

Code: CTS - UP07

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify and describe the correct use of selected upholstery tools for stuffing
   a. hammer
   b. shears
   c. straight/curved needles
   d. stitching twine
   e. regulator

2. describe the characteristics of all padding and filling materials
   a. moss
   b. Kapok
   c. rubberized hair

3. demonstrate the procedures for replacing filling material
   a. attaching the burlap
      1) measuring for burlap
      2) cutting the burlap
      3) centering frame and burlap to frame
      4) tacking the burlap
   b. preparing the roll edge
      1) curved section
      2) straight section

Instructional Methods

- Student follows a teacher demonstration with "hands-on" supervision.
- Para-professionals provide sustained involvement with students having difficulty with this task.
- Teacher encourages small pper group cooperation and interaction.
- Teacher matches successful students who are interested in helping those having difficulty.
- Students review teacher-prepared drawings and illustrated text materials.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
A 9	How to Build Modern Furniture pp. 100-122	13	10
NUMBERS			
B 2a,b 4a	Modern Upholstery Methods	13	11
APPLICATION	Drawings	17	
PHYSICAL			
D 1a,c,d,f 2a,b 3c,f			

SUBCLUSTER: UPHOLSTERY

Code: CTS - UPO7 TASK: Remove and replace padding material

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Hammer Shears Straight needle Curved needle Stitching twine Regulator Moss filling Kapok filling Rubberized hair Burlap Frame Curved section Straight section	Review measuring feet and inches. Measure around curve.	

Supportive Instructional Materials:

SUBCLUSTER: UPHOLSTERY

Sheet 1 of 1

TASK: Measure material

Code: CTS - UP08

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify and select the appropriate tools for measuring upholstery materials
   a. ruler/yardstick
   b. tapes
2. read and interpret fractional inches, feet and yards with different measuring tools accurately
3. convert inches to fractional inches, inches to feet, and feet to yards accurately

Instructional Methods

- Students follow a teacher demonstration with "hands-on" supervision.
- Students measure the exact size of covering material needed for their individual project.
- Teacher encourages small peer group cooperation and interaction.
- Teacher matches successful students who are interested in helping those having difficulty.

Note: This task basically involves measuring skills. Skills learned here will be applied to other upholstery tasks.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE			
A 3,9	How to Build Modern Furniture pp. 100-122	13	10
NUMBERS			
B 2a, 4a,5,6	Upholstery	13	3
APPLICATION			
C 2,8			
PHYSICAL			
D 1d, 2b			

SUBCLUSTER: UPHOLSTERY

Code: ~~CTS~~ - ~~UP08~~ TASK: Measure material

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Ruler Yardstick Tape measure	Convert inches to yards and inches. Convert inches to feet and inches. Convert feet to yards.	

Supportive Instructional Materials:

SUBCLUSTER: UPHOLSTERY

TASK: Cut covering from bolt

Code: CTS - UP09

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and select the appropriate tools for cutting different upholstery fabrics a. scissors b. shears c. knife 2. employ the appropriate tools and equipment in laying out upholstery fabric to be cut a. cutting board b. cutting table 3. demonstrate the procedures for laying out and cutting upholstery covering from the bolt a. position pattern or removed piece on material b. pin pattern to material c. select appropriate cutting tools d. carefully cut around pattern	• Students demonstrate in actual practice the procedures involved in cutting material for their own individual project. • Teacher matches successful students who are interested in helping those having difficulty. • Para-professionals provide sustained involvement with students having difficulty with this task.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 6,9	How to Build Modern Furniture pp. 100-1[illegible]	13	10
NUMBERS B 4a	Opportunity in Clothing pp. 262	13	4
APPLICATION C 2,5,6,8			
PHYSICAL D 1a,d 2a/b 3g			

SUBCLUSTER: UPHOLSTERY

Code: CTS - UP09 TASK: Cut covering from bolt

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Practice arranging paper pattern pieces so ends jut, etc. to get most out of fabric.
Scissors Shears Knife Rubber Foam Cutting board Pattern	Laying out material to get more pieces out of fabric, respecting grain of fabric and pattern repeat. Measure the number of inches to allow for pattern match.	

Supportive Instructional Materials:

SUBCLUSTER: UPHOLSTERY

Sheet 1 of 1

TASK: Attach replacement upholstery to frame

Code: CTS - UP10

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify the different types of fasteners used in attaching upholstery material a. upholstery tacks b. gimp tacks c. upholstery threads d. staples e. liquid glue f. epoxy glue g. brass nails 2. select the correct size and/or weight of fastener for specific applications a. tack sizes and weights b. staple sizes and weights c. thread weights d. glue specifications 3. identify and properly utilize selected tools for attaching replacement upholstery to frame a. tack hammer b. staple guns 1) pneumatic 2) mechanical c. needles 4. demonstrate the procedures for tacking, stapling, gluing, or hand sewing replacement upholstery covering to frame	• Para-professionals provide sustained involvement with students having difficulty with this task. • Students follow a teacher demonstration with "hands-on" supervision. • Students review illustrated text materials and wall charts illustrating how to attach replacement upholstery.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 6,9 NUMBERS B 4b APPLICATION C 2, 5/8 PHYSICAL D 1a,b,c 2b 3c,e,f	How to Build Modern Furniture	13	10
	All About Upholstery	13	6
	Wall charts	16	

SUBCLUSTER: UPHOLSTERY

Code: CTS - UP10 TASK: Attach replacement upholstery to frame

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Use flash cards with pictures of tack or tool and name under it.
Upholstery tacks Gimp tacks Upholstery thread Staples Liquid glue Brass nails	Be able to read rule and mark an identified distance. For instance, staple every 2" or 1". Learn to estimate distance.	

Supportive Instructional Materials:

SUBCLUSTER: UPHOLSTERY REPAIR

TASK: Perform tufting

Code: CTS - UP11

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify and describe the appropriate use or application of tufting tools and materials
   a. hammer
   b. shears
   c. regulator
   d. needle
   e. stuffing
   f. cover
   g. stitching twine
   h. tacks

2. demonstrate the procedures for performing tufting
   a. marking tuft positions
   b. determining the cover allowance
   c. determining the cover size
   d. marking tufts on the cover
   e. joining the covering for tufting
   f. fastening to a wood base
   g. fastening buttons to a webbing foundation
   h. filling the tufts
   i. filling the pipes

Instructional Methods

- Special resource person may visit class to demonstrate tufting, since this is becoming a specialized art.
- Students review illustrated text materials.
- Students work in teams performing tufting on sample pieces.
- In group session, the students are introduced to the art of tufting. However, tufting is fast becoming a lost art, is time consuming, very expensive and must be done by a very capable upholster. Most modern upholsters of today can not do tufting or will not involve the time to do it.
- Teacher makes contact with each student during the class period.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 6,9	How to Build Modern Furniture pp. 100-122	13	10
NUMBERS B 4a	Modern Upholstery Methods	13	11
APPLICATION C 5/8			
PHYSICAL D 1,2a/b, 3e,f,g			

SUBCLUSTER: UPHOLSTERY

Code: CTS - UP11 TASK: Perform tufting

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Hammer Shears Needle Regulator Stuffing Cover Stitching twine Tacks Tuft	Measure and mark identified distance for repeat pattern. Check with vocational upholstery instructor to determine need.	

Supportive Instructional Materials:

SUBCLUSTER: UPHOLSTERY

TASK: Attach buttons

Code: CTS - UPI2

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and describe the appropriate application of tuft, loop, tack, and clinch (production) upholstery buttons 2. identify, select, and properly manipulate selected tools for attaching upholstery buttons a. button machine b. needle c. thread d. clinch-it tools (production tools) 3. demonstrate the procedures for attaching tuft, loop, tack, and clinch upholstery buttons	• Teacher provides demonstration of procedures for attaching different buttons. • Students label tools and buttons on charts or drawings. • Teacher prepares a matching game-word to picture. • Teacher encourages small peer group cooperation and interaction. • Students review illustrated text materials.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 6,9 NUMBERS APPLICATION C 5/8 PHYSICAL D 1a,b,c,d,f 2a/b 3c,g	How to Build Modern Furniture pp. 100-122 Modern Upholstery Methods	13 13	10 11

SUBCLUSTER: UPHOLSTERY

Code: CTS - UP12 TASK: Attach buttons

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Discuss the importance of a shank to allow room for thicknesses of fabric between back of button and garment.
Loop Tack Button machine Needle Thread	Measuring thread length.	

Supportive Instructional Materials:

SUBCLUSTER: UPHOLSTERY

TASK: Operate upholstery machines

Code: CTS - UP13

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills	Instructional Methods
Introduced	Involved	Productive	Employable	Given the necessary tools, materials, equipment, and requisite knowledge, the learner will: 1. identify and describe the basic operation of upholstery machines a. sewing machine b. button machine c. cushion filling machine d. spring-end former 2. recognize and observe safety precautions in operating upholstery machines 3. demonstrate the procedures for operating the following upholstery machines accurately a. sewing machine b. button machine c. cushion filling machine d. spring-end former	• Para-professionals provide sustained involvement with students having difficulty with this task. • Teacher provides demonstration of procedures for operating upholstery machines. • Students review illustrated text materials.

Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 4,9	How to Build Modern Furniture	13	10
NUMBERS	All About Upholstery	13	6
APPLICATION C 5/8			
PHYSICAL D 1a,d,e 2c			

SUBCLUSTER: UPHOLSTERY

Code: CTS - UP13 TASK: Operate upholstery machines

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	• Point out the necessity of eye, hand, and foot control. Poor coordination equals injury and/or poor product.
Swing machine Button machine Cushion filling machine Spring end former Electricity		

Supportive Instructional Materials:

SUBCLUSTER: UPHOLSTERY

Sheet 1 of 1

TASK: Recovering material to frame

Code: CTS- UP14

Student Name: _____

Student Progress				Behavioral Task Knowledges/Task Skills
Introduced	Involved	Productive	Employable	

Given the necessary tools, materials, equipment, and requisite knowledge, the learner will:

1. identify and select the proper installation procedure for installing
   a. deck and seat front
   b. inside arms
   c. inside back
   d. outside arms
   e. outside back
   f. cambric
   g. skirt (if any)

2. follow prescribed procedures for recovering material to frame using one of the identified procedures

Instructional Methods

- Teacher provides demonstration of procedures for recovering material to frame.
- Students demonstrate the identified procedures in actual practice.
- Para-professionals provide sustained involvement with students having difficulty with this task.
- Teacher encourages small peer group cooperation and interaction.

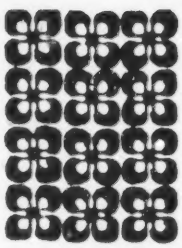
Task-Related Competencies	Instructional Materials		
	Title	Media	Bib.
KNOWLEDGE A 3,5,6,7,9	Recovering material	1	
NUMBERS B 4a	Chair or sofa frame	1	
APPLICATION C 7,8,9	Assorted upholstery tools a. hammer b. shears	1	
PHYSICAL D 1a,b,c,d 2b 3f,g	Tacks	1	

SUBCLUSTER: UPHOLSTERY

Code: CTS - UP14 TASK: Recovering material to frame

Basic Information for Cooperative Teaching		Suggestions:
Language of the Task	Quantitative Concepts	
Deck and seat front Inside arms Inside back Outside arms Outside back Apron Skirt Tacks Hammer Material	Measure distances between the opposite sides of the frame. Allow for seams or for tacking.	• There must be close communication b between teachers if supportive teaching is to be effective.

Supportive Instructional Materials:



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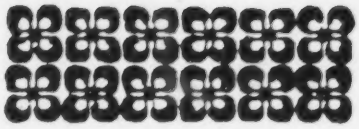
INSTRUCTIONAL MATERIALS BIBLIOGRAPHY

CLOTHING AND TEXTILE SERVICE CLUSTER

Bib. Ref. No.	Company Name/Address	Title
1.	American Home Economics Assoc. 1600 20th Street, N.W. Washington D.C.	"Textile Handbook"
2.	American Technical Society 848 E. 58th Street Chicago, Illinois 60637	"Refinishing-Restyling"
3.	Arco Publishing 219 Park Avenue South New York, N.Y. 10003	Upholstery
4.	Charles A. Bennett Co., Inc. Peoria, Illinois	Opportunities in Clothing
5.	Dow Chemical Company 2030 Dow Center Midland, Michigan 48640	"Uncle Henry Saves the Play" (free loan) "One Hour for Connie" (free loan)
6.	Hawthorne Books 260 Madison Avenue New York, N.Y. 10016	All About Upholstery
7.	J.B. Lippincott Company E. Washington Square Philadelphia, Pa. 19105	"Bishop Method of Clothing Construction"
8.	Minnesota Mining and Manufacturing Company 2501 Hudson Road St. Paul, Minnesota 55119	"Zipper Application"
9.	McCall Pattern 230 Park Avenue New York, N.Y. 10017	"Applying A Waistband" "Hemming A Skirt" McCall's Pattern Book

10.	McGraw-Hill Book Company Gregg Division 330 W. 42nd Street New York, N.Y. 10036	How to Build Modern Furniture
11.	McKnight and McKnight Box 854 Bloomington, Illinois 61701	Modern Upholstery Methods
12.	Sigma Educational Films P.O. Box 1235 11717 Ventura Blvd. Studio City, Ca 91604	"The Dry Cleaner"
13.	Vocational-Technical Curriculum Laboratory Rutgers - The State University 4103 Kilmer Campus New Brunswick, N.J.	Dry Cleaning and Pressing: A Suggested Guide for a Training Course Drapery I Power Sewing
14.	Home Economics Instructional Materials Center Texas Tech University Department of Home Economics Education Lubbock, Texas	Home Furnishings Aide Clothing Assistant
15.	Conso Publishing Co. New York, N.Y. 10010	Homemaker's Handbook: 1001 Decorating Ideas
16.	Singer Sewing Laboratory Singer Education Division 3750 Monroe Avenue Rochester, N.Y. 14603	How to Make Bedspreads "Singer Sewing Book"
17.	Doubleday and Company Garden City, N.Y.	Decorating Made Simple
18.	MacMillian Co. 866 Third Avenue New York, N.Y. 10011	Introduction to Home Furnishings
19.	Benjamin Company 485 Madison Avenue New York, N.Y. 10022	Window Decorating Guide

20.	Barclay Publishers 282 7th Avenue New York, N.Y.	"Finishing Techniques for the Textile Maintenance Industry"



APPENDIX

- INSTRUCTIONAL MATERIALS CODE
- TASK-RELATED COMPETENCIES CODE

INSTRUCTIONAL MATERIALS CODE

MEDIA CODE/INDEX

Code	Media	Probable Learning Sensations					
		Vis.	Aud.	Tac.	Kin.	Ole.	Sav.
1	Demonstration with real objects/materials	x	x	x	x	x	x
2	3-D models - Mockups	x	x	x	x	x	x
3	Games - Simulators	x	x	x	x	x	x
4	Sound/Slide Programs	x	x				
5	Filmstrip - Cassette/Record	x	x				
6	TV - Broadcast, Closed Circuit	x	x				
7	Video and/or Audio Recorder	x	x				
8	Film, 16mm - BW/Color, Sound	x	x				
9	Film loop, 8mm	x					
10	Filmstrip	x					
11	Slides	x					
12	Overhead transparencies	x					
13	Books, Magazines, Texts, Booklets	x					
14	Pamphlets, Brochures, Manuals, Workbooks	x					
15	Newspapers, Cartoons	x					
16	2-D Displays, Charts, Graphs, Posters	x					
17	Drawings, Photographs, Schematics, Maps	x					
18	Opaque Projectuals	x					
19	Telephone, Intercom		x				
20	Other, specify						

BIBLIOGRAPHY REFERENCE

. . . complete ordering information for each of the commercially or teacher-produced instructional materials may be obtained by checking this reference number in the Instructional Materials Bibliography located in the back of the Cluster Guide.

TASK-RELATED COMPETENCIES

The task-related competencies are a summation of the specific skills, understandings, and/or attitudes that are necessary to satisfactorily accomplish the instructional tasks found in the ten cluster guides. The following listing is used for interpreting the Task-Related Competency code numbers found on each task sheet. A more detailed description of each of the identified competencies can be found either in the Program Guide or the Project Handbook.

A. SKILLS BASED ON KNOWLEDGE

1. Name one or more items
2. Request supplies and/or equipment
3. Check for accuracy and, if necessary, require correction of self and/or others
4. Discriminate sound cues, recognize normal sound as opposed to abnormal sound
5. Identify color
6. Identify form, size, shape, texture
7. Sequencing - Respond by pre-determined plan
8. Write identifying information of persons, places, and/or objects, serial no., weight, and/or types of products on slips or tags, etc.
9. Obtain information through sight, shape, size, distance, motion, color, and other unique characteristics
10. Discriminate olfactory cues

B. CONCEPT OF NUMBERS BASED ON KNOWLEDGE

1. Ordinal
2. Cardinal
   a. read numbers and/or copy
   b. count and/or record
3. Make change (money)
4. Measure
   a. distance
   b. weights - volume - balance
   c. liquids - solids
   d. time (measurement of)
   e. degrees of circle
   f. temperature, pressure and humidity
   g. torque
   h. electricity
   i. plumb - level
5. Perform simple addition and/or subtraction
6. Perform simple multiplication and/or division

TASK-RELATED COMPETENCIES, continued. . .

C. COMPREHENSION AND PERFORMANCE

1. Forms
   a. write
   b. file, post and/or mail
2. Match
   a. duplicate
   b. sort
3. Check lists and/or fill out report forms
4. Time awareness
5. Follow verbal symbol and/or written direction
6. Recognize words (not numbers) or ability to read and/or write
7. Depth perception
8. Ability to select most appropriate solution
9. Concept of distance

D. SKILLS BASED ON PHYSICAL ABILITIES

1. Fine Coordination
   a. coordinate eyes and hands or fingers accurately
   b. make precise movement
   c. move fingers to manipulate objects
   d. move hands skillfully - placing and turning motion
   e. coordinate hand and foot
   f. feeling - perceiving objects and materials as to size, shape, temperature, moisture content, or texture by means of touch
2. Strength (lifting, carrying, pushing, and/or pulling)
   a. sedentary work, 10# occasionally lifting and/or carrying small items such as tools, etc.
   b. light work, 20#, requires a significant amount of standing or walking
   c. medium work, lifting 50#, frequent lifting and carrying objects weighing 25#
   d. heavy work, frequent lifting and/or carrying up to 50#
   e. very heavy work - lifting objects in excess 100#, lifting and/or carrying objects weighing 50# or more
3. Gross Coordination (climbing and/or balancing)
   a. maintain body equilibrium to prevent falling when walking, standing, crouching, or running on narrow, slippery or moving surfaces
   b. ascend and descend ladders, stairs, scaffolding, ramps, poles, ropes, using feet and legs and/or hands and arms
   c. reaching - extending hands and arms in any directions
   d. crawling - moving on knees or hands and feet
   e. kneeling - bend legs at knees to rest on knee or knees
   f. stooping - bend downward and forward by bending legs and spine
   g. bending - downward and forward by bending at the waist